

# Report of the Diagnostic Review Team for Seneca High

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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 Team conducted 95 classroom observations January 12-14, 2015. The Associate Lead Evaluator and the principal collaboratively developed a classroom observation schedule. Throughout the review, the Associate Lead Evaluator and the principal ensured that team members visited all classrooms. The Diagnostic Review Team did not visit two classes with substitute teachers. Team members entered classroom observation data into the ASSIST program, generating a summative report of observation results.

Prior to arriving onsite, the Team participated in two one-hour conference calls which were held on December

29, 2014, and January 5, 2015. During these calls, the Team Lead reviewed the documentation and artifacts, as well as team assignments and logistical information. School personnel developed a site on Google Drive with folders and documents for each AdvancED Standard and Indicator and provided an accompanying guide for each folder. Team members had advance access to this online information.

The Lead Evaluator and the Associate Lead Evaluator conducted conference calls with key leaders of Seneca High School. In one of the conference calls, the Lead Evaluator discussed the documents required for the review and outlined the preliminary schedule. The Associate Lead Evaluator collaborated with the school principal to design classroom observation and interview schedules. When the team arrived onsite, the school provided additional evidence.

The Diagnostic Review Team arrived on Sunday, January 10, 2015, and met in the hotel conference room. The Team conducted the onsite review January 11-14, 2015. A total of 80 stakeholders were interviewed and 95 classrooms were observed during the Diagnostic Review. The Team concluded their onsite work and departed Seneca High School on the afternoon of January 14, 2015.

Throughout the Diagnostic Review, district and school leaders, faculty and staff responded quickly to requests for additional clarification and information. School personnel were helpful, arranged for the team to have a work room, and respected the Team's need for confidentiality. The Diagnostic Review Team would like to express its appreciation to the staff and stakeholders of Seneca High School for welcoming the Team and providing documents such as schedules and maps to assist in conducting interviews and observations. School leadership and staff also are commended for their prompt response to the Team's requests before the review. The access to available documents allowed the Team to analyze the Seneca school improvement process and determine how this process aligned with the AdvancED Standards.

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

Stakeholder Interviewed	Number
Administrators	5
Instructional Staff	35
Support Staff	7
Students	21
Parents/Community/Business Leaders	12
<b>Total</b>	<b>80</b>

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings

contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

# Results

## Teaching and Learning Impact

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

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

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

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

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

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

### Standard 3 - Teaching and Assessing for Learning

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

Indicator		Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.75
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00
3.6	Teachers implement the school's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.25

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

## Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.00
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.88

## Student Performance Diagnostic

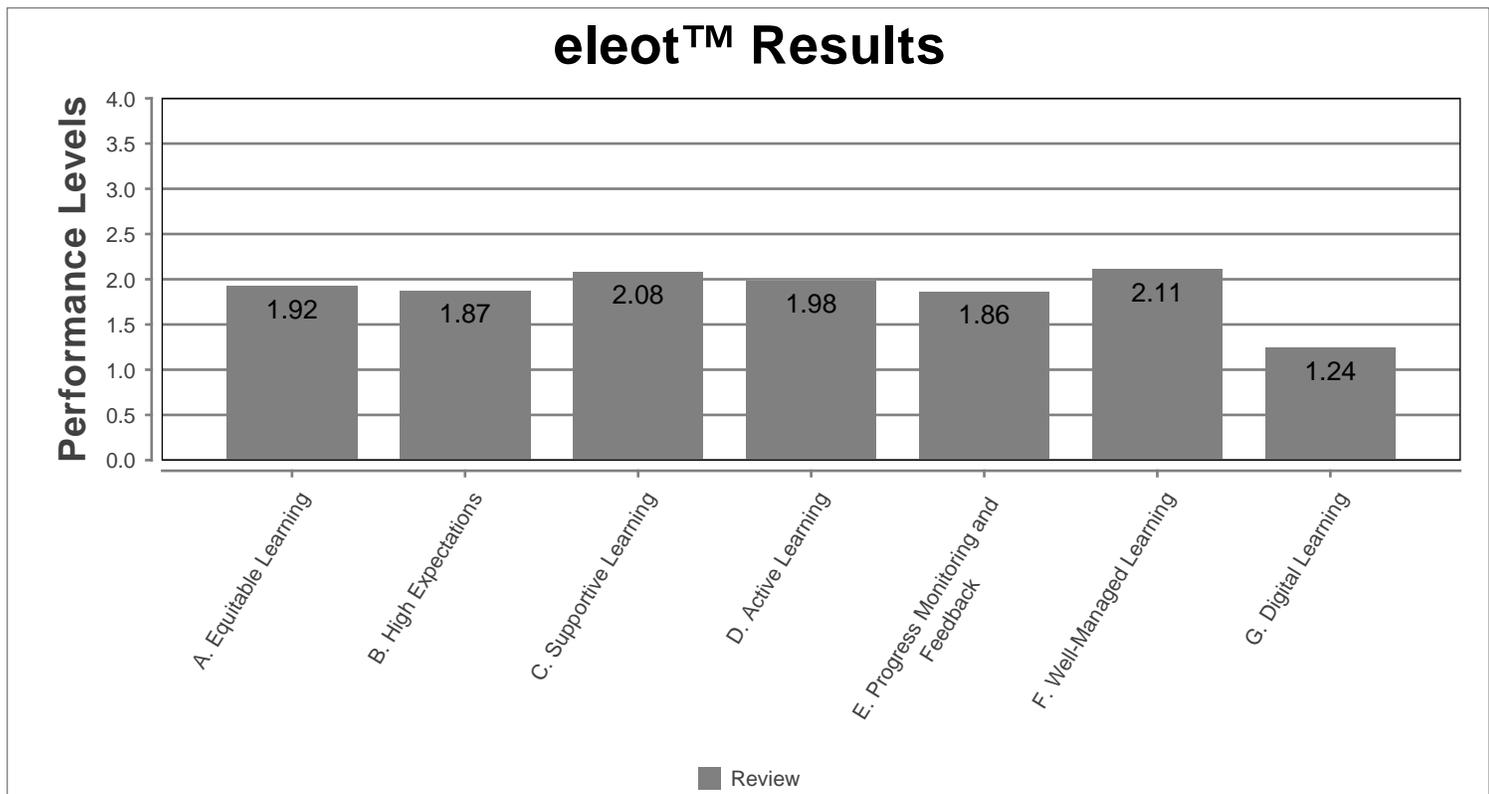
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	2.00
Test Administration	2.38
Equity of Learning	2.00
Quality of Learning	2.00

## Effective Learning Environments Observation Tool (eleot™)

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

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



The Diagnostic Review Team conducted 95 classroom observations from Monday, January 12 through Wednesday, January 14, 2015. The Associate Lead Evaluator and the principal collaboratively developed a classroom observation schedule. Throughout the review, the Associate Lead Evaluator and the principal ensured that team members visited all classrooms. The Diagnostic Review Team did not visit two classes taught by substitute teachers. Team members entered classroom observation data into the ASSIST program, generating a summative report of observation results.

Classroom observation results ranged from a rating of 2.11 on a 4 point scale in the Well-Managed Learning Environment to a rating of 1.24 on a 4 point scale in the Digital Learning Environment. The two highest rated indicators occurred in the Equitable Learning Environment and the Well-Managed Learning Environment. The indicator "has equal access to classroom discussions, activities, resources, technology, and support" received a rating of 2.40 on a 4 point scale and the indicator "speaks and interacts respectfully with teacher(s) and peers" received a rating of 2.38 on a 4 point scale. The lowest indicator scores occurred in the Digital Learning Environment (ratings of 1.35, 1.24, and 1.14 on a 4 point scale) and in the High Expectations Environment, which received a score of 1.37 on a 4 point scale.

The Equitable Learning Environment was rated at 1.92 on a 4 point scale. Observers noted that equal access to classroom discussions, activities, resources, technology, and support was evident/very evident in 42 percent of the classrooms. The overall score in the Equitable Learning Environment was impacted considerably by lower ratings for two of the four indicators. Differentiated instruction was evident/very evident in only 19 percent of the classrooms, suggesting that this important strategy is not being implemented to increase student learning. The second indicator that lowered the overall Equitable Learning Environment score occurred as a result of a lack of students learning about their own and others' cultural differences. Observers reported that students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in only 9 percent of classrooms.

The High Expectations Learning Environment was rated 1.87 on a 4 point scale. It was evident/very evident that students knew and were working to meet high expectations established by the teacher in 37 percent of the classrooms. It was evident/very evident that students had access to exemplars of high quality work in only 11 percent of classrooms, suggesting that the use of models is not a common practice. Exemplars are powerful tools that support students by providing examples of high quality work and clarifying learning expectations. In addition, it was evident/very evident in only 18 percent of the classrooms that students were engaged in rigorous learning tasks or higher order thinking. Students generally worked on activities that were at the knowledge or comprehension levels of Bloom's Taxonomy.

The Supportive Learning Environment was rated 2.08 on a 4 point scale. It was evident/very evident in 43 percent of classrooms that students were provided support and assistance to understand content and accomplish tasks, indicating that teachers typically did not take full advantage of this important strategy. It was evident/very evident that students demonstrated or expressed that learning experiences were positive in 37 percent of classrooms. Students participating in additional/alternative instruction and receiving individual feedback at their level of learning were evident/very evident in only 16 percent of classrooms, suggesting that feedback and the use of alternative instructional strategies are areas that need additional attention.

The Active Learning Environment was rated 1.98 on a 4 point scale. Learning that connected content to real-life experiences was very evident/evident in 22 percent of the classrooms, indicating a need to develop more authentic student learning tasks. Students having several opportunities to engage in discussions with the teacher and other students was evident/very evident in just 34 percent of the classrooms. Moreover, students who were actively engaged in the learning activities were evident/very evident in only 25 percent of the

classrooms. Increasing the level of student engagement through instructional activities that require students to ask questions, solve problems, work in collaboration with other students, create a product, or conduct research appears to be a clear opportunity for improvement.

The Progress Monitoring Environment was rated 1.86 on a 4 point scale. The percentage of classrooms in which Progress Monitoring Environment indicators were evident/very evident ranged from 14 to 29 percent. It was evident/very evident that students responded to teacher feedback to improve their understanding in 23 percent of the classrooms. Students demonstrating or verbalizing understanding of the lesson or content was observed in only 29 percent of the classrooms, while students showing understanding of how their work was assessed was evident/very evident in just 14 percent of classrooms. Progress monitoring strategies illuminate important information needed to identify next instructional steps and provide meaningful feedback to students about their learning progress. These strategies can be leveraged to improve student learning.

The Well-Managed Learning Environment was rated 2.11 on a 4 point scale. Positive interactions occurred among students and between students and teachers in about half of all classrooms. Students speaking and interacting respectfully with teacher(s) and peers were evident/very evident in 48 percent of classrooms. It was evident/very evident that students knew classroom routines, behavioral expectations and consequences in 43 percent of classrooms. Students collaborating with others during student-centered activities were evident/very evident in only 19 percent of classrooms, indicating that students typically work in isolation. These ratings point to a need to improve classroom management, including positive interactions, classroom transitions and routines, behavioral expectations, and the use of student-centered activities such as collaboration.

The Digital Learning Environment was rated 1.24 on a 4 point scale, the lowest rating of any of the seven environments. Students using digital tools to gather, evaluate, and/or use information for learning were evident/very evident in only 11 percent of classrooms. Students using digital tools/technology to communicate and work collaboratively for learning were evident/very evident in just 6 percent of classrooms, and students using digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in only 7 percent of classrooms. A lack of students using technology was consistently noted across all grade levels and content areas, indicating that digital learning is not leveraged to increase student achievement at Seneca High School.

## eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.68	Has differentiated learning opportunities and activities that meet her/his needs	4.21%	14.74%	26.32%	54.74%
2.	2.40	Has equal access to classroom discussions, activities, resources, technology, and support	6.32%	35.79%	49.47%	8.42%
3.	2.15	Knows that rules and consequences are fair, clear, and consistently applied	0.00%	34.74%	45.26%	20.00%
4.	1.43	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	2.11%	7.37%	22.11%	68.42%
<b>Overall rating on a 4 point scale: 1.92</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.18	Knows and strives to meet the high expectations established by the teacher	4.21%	32.63%	40.00%	23.16%
2.	2.11	Is tasked with activities and learning that are challenging but attainable	1.05%	32.63%	42.11%	24.21%
3.	1.37	Is provided exemplars of high quality work	0.00%	10.53%	15.79%	73.68%
4.	1.89	Is engaged in rigorous coursework, discussions, and/or tasks	3.16%	14.74%	50.53%	31.58%
5.	1.78	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	2.11%	13.68%	44.21%	40.00%
<b>Overall rating on a 4 point scale: 1.87</b>						

<b>C. Supportive Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.26	Demonstrates or expresses that learning experiences are positive	2.11%	34.74%	50.53%	12.63%
2.	2.17	Demonstrates positive attitude about the classroom and learning	2.11%	30.53%	49.47%	17.89%
3.	2.00	Takes risks in learning (without fear of negative feedback)	2.11%	30.53%	32.63%	34.74%
4.	2.26	Is provided support and assistance to understand content and accomplish tasks	2.11%	41.05%	37.89%	18.95%
5.	1.72	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	3.16%	12.63%	36.84%	47.37%
<b>Overall rating on a 4 point scale: 2.08</b>						

<b>D. Active Learning</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.08	Has several opportunities to engage in discussions with teacher and other students	3.16%	30.53%	37.89%	28.42%
2.	1.76	Makes connections from content to real-life experiences	4.21%	17.89%	27.37%	50.53%
3.	2.08	Is actively engaged in the learning activities	4.21%	21.05%	53.68%	21.05%
<b>Overall rating on a 4 point scale: 1.98</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	1.91	Is asked and/or quizzed about individual progress/learning	1.05%	21.05%	45.26%	32.63%
2.	1.92	Responds to teacher feedback to improve understanding	2.11%	21.05%	43.16%	33.68%
3.	2.12	Demonstrates or verbalizes understanding of the lesson/content	3.16%	26.32%	49.47%	21.05%
4.	1.66	Understands how her/his work is assessed	3.16%	10.53%	35.79%	50.53%
5.	1.72	Has opportunities to revise/improve work based on feedback	2.11%	16.84%	31.58%	49.47%
<b>Overall rating on a 4 point scale: 1.86</b>						

<b>F. Well-Managed Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.38	Speaks and interacts respectfully with teacher(s) and peers	3.16%	45.26%	37.89%	13.68%
2.	2.25	Follows classroom rules and works well with others	4.21%	34.74%	43.16%	17.89%
3.	1.95	Transitions smoothly and efficiently to activities	4.21%	17.89%	46.32%	31.58%
4.	1.66	Collaborates with other students during student-centered activities	4.21%	14.74%	24.21%	56.84%
5.	2.29	Knows classroom routines, behavioral expectations and consequences	3.16%	40.00%	40.00%	16.84%
<b>Overall rating on a 4 point scale: 2.11</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.35	Uses digital tools/technology to gather, evaluate, and/or use information for learning	2.11%	8.42%	11.58%	77.89%
2.	1.24	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.11%	5.26%	7.37%	85.26%
3.	1.14	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	6.32%	1.05%	92.63%
<b>Overall rating on a 4 point scale: 1.24</b>						

## Findings

### Improvement Priority

Develop new strategies to authentically engage students in their learning and reduce behavior infractions by 1) fiercely protecting instructional time through “bell to bell” instruction, 2) using student-centric learning activities such as collaboration and self-reflection, 3) providing opportunities for students to apply their learning to real world situations to integrate content and skills, and 4) using technology as instructional tools and resources. (Indicators 3.3)

### Evidence and Rationale

#### Student Performance Data:

As detailed in the attachments of this report, student performance data shows a decrease in student achievement from 2012-13 to 2013-14 and reflects performance that is significantly below state averages. Data suggests that the school has not been effective in ensuring that teachers engage students in learning through instructional strategies that foster achievement of learning expectations. Of particular concern is the decline represented by 2013-14 scores on English II, Algebra II, Biology, and United States History End-of-Course exams. In addition, student performance decreased on writing and Language Mechanics assessments.

#### Classroom Observation Data:

As detailed in the Teaching and Learning Impact section of this report, classroom observations did not reveal the existence of instructional practices that ensure students are engaged in rigorous coursework, discussions, or learning tasks. Observations showed few instances of students being asked to respond to questions that required higher order thinking such as applying, evaluating, and synthesizing. Overall, observations did not reveal that students are provided additional or alternative instruction or feedback at the appropriate level of

challenge for their needs. Also, classroom observations did not reveal that students use digital tools for solving complex learning tasks.

#### Stakeholder Survey Data:

Student, parent, and staff survey results suggest that teachers are not implementing learning strategies designed to actively engage all students and develop critical thinking skills. Sixty-three percent of students agree/strongly agree that “all of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” Sixty-six percent of students agree/strongly agree that “my school provides me with challenging curriculum and learning experiences.” Forty-five percent of students agree/strongly agree that “all of my teachers change their teaching to meet my learning needs.”

Parent and staff survey responses are congruent with student survey data. Seventy-seven percent of parents agree/strongly agree that “all of my child's teachers use a variety of teaching strategies and learning activities.” Sixty-six percent of parents agree/strongly agree “all of my child's teachers meet his/her learning needs by individualizing instruction.” Sixty-two percent of staff agree/strongly agree that “all teachers in our school personalized instructional strategies and interventions to address individual learning needs of students.” Sixty-six percent of staff agree/strongly agree that “all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

Student and staff survey results suggest digital learning opportunities for students are not consistently used to enhance instruction. Fifty-nine 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.” Sixty-four percent of staff agree/strongly agree with the statement, “All teachers in our school use a variety of technologies as instructional resources.”

#### Stakeholder Interview and Documents and Artifact Data:

Interviewees were consistently unable to confirm that adherence to curriculum documents drove instruction and assessment design. According to student interviews and classroom observations, daily learning targets did not always align with content standards. Many stakeholders interviewed could not articulate an intentional process through which school curriculum documents were used to plan and design instruction and assessments that are intended to foster student success on End-of-Course exams.

Student interviews and observations revealed teachers occasionally use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. However, these practices were not observed school-wide. Student interviews and observations revealed that teachers do not consistently personalize instructional strategies or interventions to address individual learning needs. In some classrooms, students completed practice worksheets during the majority of the class. Observers often noted from five to 20 minutes of class time in which students were not engaged in learning and were waiting for instruction to begin. Student interviews and classroom observations indicated that bell-to-bell instruction, with informative closing activities, was not consistently used to cognitively engage students. Most instruction was teacher-centered or direct instruction, and students had few opportunities to engage in collaborative student activities (e.g.,

problem-solving, research, analysis, and evaluative projects).

### **Improvement Priority**

Develop processes for monitoring instructional effectiveness that are well documented and systematically implemented, i.e., walkthroughs, formal direct classroom observations, review of unit and lesson plans, examination of student work and assessments. Further ensure that monitoring processes also provide effective procedures for supporting and guiding teachers in the implementation of strategies that ensure achievement and student success. Monitoring and support processes should focus on 1) alignment to the school's values and beliefs about teaching and learning, i.e., use of multiple approaches to learning, 2) teaching the approved curriculum, 3) engagement of all students in achieving learning expectations, and 4) the use of proven and research aligned instructional practices, i.e., formative assessment, higher order thinking, application of knowledge and skills.

(Indicators 3.4)

### Evidence and Rationale

#### Student Performance Data:

As detailed in the attachments to this report, student performance data does not suggest that students are consistently exposed to challenging and equitable learning opportunities that ensure achievement of learning objectives as well as next level preparedness. Performance data shows that Seneca High School did not meet its Annual Measurable Objective (AMO) for the 2013-14 school year. Seneca High School met participation and graduation rate goals. However, in all areas of the End-of-Course (EOC) Assessments, there was a decline in the number of students scoring in distinguished and proficient ranges. ACT scores in the areas of English, math, and reading increased in 2014, but science and the overall composite scores decreased. As part of overall school achievement, Seneca High School did not meet the target for proficiency and did not reach gap goals. In addition, the College and Career Readiness (CCR) rate decreased, which resulted in Seneca High School not meeting its CCR target. Program Review Areas were scored proficient.

#### Classroom Observation Data:

As detailed in the Teaching and Learning Impact section of this report, classroom observations do not suggest that teachers systematically involve students in highly engaging learning activities. Observations did not reveal the existence of activities that challenge students while still being attainable. Observation data also does not show that students are provided exemplars of high quality work. In addition, observers did not see students being asked or quizzed about their individual progress in learning. Finally, students did not demonstrate or verbalize their understanding of the lesson/content.

#### Stakeholder Survey Data:

Eighty-four percent of staff members agree/strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning," and 75 percent of staff members agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student

learning.” This data suggests that nearly a quarter of the staff cannot confirm the existence of these effective practices or identify whether these practices and conditions are systematically applied across the school. Finally, 62 percent of students indicated that they agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed,” suggesting that nearly one-third of students cannot confirm that this important learning condition exists across the school.

#### Stakeholder Interview and Documents and Artifact Data:

Teachers and administrators were consistently unable to confirm that school leaders systematically monitor and support the improvement of effective instructional practices to ensure student success. Review of Professional Learning Community agendas and minutes, email communications between leaders and staff, implementation of Classroom Instructional Framework posters, proficiency rates on assessments, and use of Jefferson County Public Schools curriculum maps confirm that leaders do not monitor or support instructional improvements with fidelity that will ensure student success.

### **Improvement Priority**

Implement and monitor a school-wide instructional process that ensures teachers consistently inform students about standards of performance, use exemplars of high quality work and engage in formative assessment processes to guide ongoing modification of instruction.

(Indicators 3.6)

#### Evidence and Rationale

##### Student Performance Data:

As detailed in the attachments of this report, student performance data does not suggest that the school has developed processes that ensure the systematic use of effective instruction. Data shows that Seneca High School did not meet Annual Measurable Objective (AMO). While the school met goals for both participation and in graduation rates in all areas of End-of-Course assessments, there was a decline in the number of students scoring in the distinguished and proficient ranges. ACT scores in the areas of English, math, and reading increased in 2014, but science and the overall composite scores decreased. As part of overall school achievement, Seneca High School did not reach proficiency goals or Gap targets. In addition, the College and Career Readiness (CCR) rate decreased, which resulted in Seneca High School not meeting its CCR target. Finally, all Program Review areas received proficient scores.

##### Classroom Observation Data:

As detailed in the Teaching and Learning Impact section of this report, classroom observations did not reveal that students are provided exemplars of high quality work, resulting in a rating of 1.37 on a 4 point scale. In the Progress Monitoring Environment, observers noted the lack of consistent feedback as evidenced by a rating of 1.86 on a 4 point scale. Observers noticed that teachers seldom asked or quizzed students about individual progress or learning, and that students were infrequently demonstrating or verbalizing understanding of the

lesson or content.

#### Stakeholder Survey Data:

Survey data suggests that the school has not established practices for informing students of learning expectations or using formative assessment strategies to modify and adapt instruction to meet student learning needs. For example, 68 percent of students indicated that they agree/strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.” Similarly, 45 percent of students indicated that they agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.” Finally, 74 percent of staff indicated that they agree/strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance,” which indicates that this practice, while present in many classes, is not systematically applied across the school.

#### Stakeholder Interview and Documents and Artifact Data:

During interviews, teachers could not articulate a clearly defined school wide instructional process implemented in all classrooms. In the open response section of the Staff Survey, a teacher suggested, “Focus on Instructional Practices in EVERY classroom to make sure that ALL students have effective teachers. If we can fix instructional practices then many of our academic problems would be reduced.”

Teachers reported that they do not routinely use the results of formative assessments to guide them in making instructional decisions. A review of professional learning community meeting agendas and meeting notes and a review of walk through data did not reveal the existence of a school instructional process that ensures students are informed about standards of performance and have access to exemplars that illustrate high quality work.

# Leadership Capacity

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

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

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

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

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

## Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.12
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.12
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.12

## Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.12
2.2	The governing body operates responsibly and functions effectively.	2.12
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

## Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score
Questionnaire Administration	2.50
Stakeholder Feedback Results and Analysis	2.75

## Findings

### Improvement Priority

Develop new practices to ensure that all improvement planning initiatives are generated from a systematic, collaborative and continuous improvement planning process that establishes measures of effectiveness and uses a variety of data sources (e.g., student performance, classroom observation, staff evaluation, non-cognitive, survey) to evaluate program effectiveness and adjust, continue or abandon programs that fail to significantly contribute to student success. (This indicator also is connected to Indicator 5.2.)

(Indicators 1.3)

#### Evidence and Rationale

##### Student Performance Data:

As detailed previously in this report, student performance data does not suggest that school personnel use data to evaluate continuous school improvement, student learning, instructional practices, and programmatic/organizational effectiveness. Performance data shows that Seneca High School did not meet its Annual Measurable Objective (AMO) for the 2013-14 school year. Seneca High School met participation and graduation rate goals, but did not meet proficiency or gap targets. The percentage of students scoring at proficient and distinguished levels decreased in all End-of-Course assessed areas as well as in the On Demand Writing section of the Kentucky Performance Rating for Educational Progress (K-PREP) from 2012-13 to 2013-14. Of particular concern is the 24.5 percent decrease in Algebra II scores from the 2011-12 school year to the 2013-14 school year. On-Demand Writing scores also showed a significant decrease of 11.7 percent in students scoring at proficient and distinguished levels from the 2011-12 school year to the 2012-13 school year. From 2012-13 to 2013-14, ACT scores improved by two-tenths of a percent in English, and by one-tenth of a percent in math and reading. Science scores decreased by six tenths of a percent. The ACT composite for 2014 is 16.5, which is 2.9 points below the state average of 19.4. The PLAN composite was 14.9 for both the 2012-13 and 2013-14 school years.

##### Stakeholder Survey Data:

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Stakeholders have mixed perceptions regarding the school's capacity to make changes.

1. Survey results indicate that 67 percent of students agree/strongly agree with the statement, "In my school, teachers work together to improve student learning," and 45 percent of students agree/strongly agree that, "All of my teachers change their teaching to meet my learning needs."
2. Eighty-five percent of parents agree/strongly agree with the statement, "Our school has established goals and a plan for improving student learning."
3. Ninety-seven percent of teachers agree/strongly agree that, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
4. Staff survey results suggest that staff members agree that a system for collecting, analyzing, and using data exists, but that the system may not be entirely consistent across the school. Seventy-one percent of staff agree/strongly agree that, "Our school employs consistent assessment measures across classrooms and courses."

Stakeholder Interview and Documents and Artifact Data:

A review of documents suggests that student formative and summative achievement data is collected and analyzed by school leadership and by teachers during professional learning communities, but it is unclear how data is used to change instruction. Data is analyzed to create improvement plans, but there is no established process to evaluate the effectiveness of the plan. In addition, documentation supporting the frequent occurrence of learning walks and the use of resulting data to improve instruction and student learning is limited. While some teachers receive feedback, a transparent, formal process that provides follow-up and support to help improve instructional practices and increase student academic success is not evident.

Interviews with teachers revealed that school leaders have only conducted one or two learning walks in some classrooms this school year. Some teachers received written feedback that was placed in their mailboxes. However, the majority of teachers reported that they have not received feedback. Interviews with staff revealed that only professional learning community (PLC) leaders have been trained in the PLC protocols/cycles that include analysis of data. Teacher interviews revealed that some initiatives and programs (e.g., focus teams, college and career connection, Hawks 101) are not monitored. In addition, many teachers also reported that they felt unsupported and unprepared to implement these initiatives and programs.

### **Improvement Priority**

Implement and document consistent procedures for monitoring, evaluating and providing teachers with timely feedback about their instructional effectiveness to improve professional practice and student achievement.  
(Indicators 2.6)

### Evidence and Rationale

Student Performance Data:

As detailed in this report, student performance data demonstrates that the school did not meet its Annual Measurable Objective (AMO) goal in 2013-2014. The percentages of students scoring at the Proficient or Distinguished levels on End-of-Course (EOC) assessments, ACT, and PLAN fell below state averages in all content areas in 2012-2013 and 2013-2014. This data suggests that current processes for evaluation and monitoring do not result in adjustments for improved professional practices that lead to student success. The significant declines in the number of students scoring at proficient and distinguished levels from 2012-2013 to 2013-2014 was of particular concern.

#### Classroom Observation Data:

As detailed previously in this report, classroom observations do not reveal that the use of learning walks has resulted in improved instructional practice. As evidenced by a rating of 1.68 on a 4 point scale, differentiated instruction was rarely observed.

#### Stakeholder Survey Data:

Seventy-five percent of staff members agree/strongly agree that, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

#### Stakeholder Interview and Document and Artifact Review Data:

During interviews, teachers and school administrators were generally unable to describe any routines or procedures consistently used to monitor instruction through the learning walk process. The evidence did not support the existence of any direct alignment between instructional monitoring and the adjustment of instruction. Although school administrators indicated that they and Champion Leaders (teacher leaders) conduct weekly learning walks and provide written feedback, teacher interviews revealed that the frequency of learning walks and the consistency and method of providing feedback varies depending on the administrator. Over one-half of the teachers interviewed also reported that school administrators have conducted only two learning walks this school year and that no learning walks have been conducted by the Champion Leaders so far this year. Moreover, teachers reported that they rarely receive written feedback following a learning walk. Interviews also revealed that school administrators have not developed a schedule or established a plan that identifies which aspects of instructional practices will be monitored at any given time. Interviews also indicate that there is no established schedule for the process of determining the aspects of instruction that will be monitored during the course of a year.

Although school leadership shared emails with the Diagnostic Review Team that were sent in 2012 to teachers containing feedback from learning walks, more recent emails (2013 to present) from school administrators to teachers with instructional feedback from learning walks or other types of written feedback were not found. Other documentation detailing teacher feedback from learning walks was limited. Additional examples of data for the current academic year suggest that data collection has not taken place consistently throughout the current school year.



## Resource Utilization

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

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

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

### Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.88
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.00

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

# Conclusion

Seneca High School has adopted the following mission statement that focuses on student success: "The mission of Seneca High School is to prepare all scholars for college and career goals as measured by state academic standards. We are committed to providing an environment and system of support to ensure all scholars are successful." An analysis of stakeholder survey data indicate that 98 percent of staff and 93 percent of parents agree that the school's purpose statement is clearly focused on student success. The school vision and beliefs identify teachers as "champions" and students as "scholars." These titles are systemically used at Seneca High School to define the roles of teachers and students.

Professional learning communities (PLCs) are both systemic and sustained at Seneca High School. During interviews, all staff members acknowledged the importance of PLCs. Meeting agendas and minutes verify the systematic implementation of these professional groups. In fact, on the stakeholder survey, 87 percent of the staff responded that they agreed/strongly agreed 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," which provides strong evidence that PLCs are ingrained into the fabric of the school. Leaders and staff talked frankly about the PLCs, pointing to both strengths and areas needing improvement.

Artifacts and interviews indicate that a sustained continuous improvement process with clear goals and actions appears to have been interrupted by changes in school leadership. Teachers reported that they lack clarity in procedures and processes relating to both behavior and instruction. This uncertainty may be impeding some improvement efforts by the staff. It is unclear, for instance, which forms are to be used in certain circumstances. The purpose and priority of program implementation is not formally articulated. In addition, document and artifact reviews and staff surveys all revealed a lack of consistency in how programs or procedures are implemented. Teacher interviews also suggested that some frustration exists regarding the lack of adherence and follow through by the school leadership members who are implementing student behavior guidelines. This confusion may negatively impact instructional practices. Student survey and classroom observation data validate these perceptions.

As the Diagnostic Review Team analyzed artifacts, interview data, and classroom observation data, three overarching needs emerged:

- 1) Teachers need to participate in professional development and observe others who model the implementation of effective instructional strategies.
- 2) School leaders, staff, and students report that staff member understanding of content literacy, as it relates to teaching students, would be strengthened through participating in targeted professional development.
- 3) School leaders need to implement a consistent, transparent, and collaborative process to frequently monitor and support teachers in implementing best practice instructional strategies and ensuring instruction is adjusted as assessment data is analyzed.

4) Staff members need to implement comprehensive school-wide behavior expectations for all students with fidelity, consistency, intensity, and quality. These expectations should be monitored and adjusted using data and feedback from stakeholders.

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

## Improvement Priorities

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

- Develop new practices to ensure that all improvement planning initiatives are generated from a systematic, collaborative and continuous improvement planning process that establishes measures of effectiveness and uses a variety of data sources (e.g., student performance, classroom observation, staff evaluation, non-cognitive, survey) to evaluate program effectiveness and adjust, continue or abandon programs that fail to significantly contribute to student success. (This indicator also is connected to Indicator 5.2.)
- Develop new strategies to authentically engage students in their learning and reduce behavior infractions by 1) fiercely protecting instructional time through “bell to bell” instruction, 2) using student-centric learning activities such as collaboration and self-reflection, 3) providing opportunities for students to apply their learning to real world situations to integrate content and skills, and 4) using technology as instructional tools and resources.
- Develop processes for monitoring instructional effectiveness that are well documented and systematically implemented, i.e., walkthroughs, formal direct classroom observations, review of unit and lesson plans, examination of student work and assessments. Further ensure that monitoring processes also provide effective procedures for supporting and guiding teachers in the implementation of strategies that ensure achievement and student success. Monitoring and support processes should focus on 1) alignment to the school’s values and beliefs about teaching and learning, i.e., use of multiple approaches to learning, 2) teaching the approved curriculum, 3) engagement of all students in achieving learning expectations, and 4) the use of proven and research aligned instructional practices, i.e., formative assessment, higher order thinking, application of knowledge and skills.
- Implement and document consistent procedures for monitoring, evaluating and providing teachers with timely feedback about their instructional effectiveness to improve professional practice and student achievement.
- Implement and monitor a school-wide instructional process that ensures teachers consistently inform students about standards of performance, use exemplars of high quality work and engage in formative assessment processes to guide ongoing modification of instruction.

# Addenda

## Team Roster

Member	Brief Biography
<p>Dr. Sharon A Knudson <i>(College/University Representative)</i></p>	<p>Dr. Knudson's WY Certification is Superintendent K-12, Principal K-12, Elementary Education-highly qualified, Speech Pathologist, Ex.-Gen. K-12. A summary of her professional experience is 2010-present---Lead Evaluator to AdvancED- nineteen states, Department of Defense Schools, International Schools and WY State Council;1993-2010---Laramie School District #1,WY-Director, Non-tenured Teacher programs; Director, Professional Development; principal; teacher; and UW graduate instructor. Her professional activities related to AdvancED include Lead Evaluator/team member to nineteen states, DoDEA and International Schools---Japan, Europe, Egypt, Diagnostic Review Lead Evaluator, and Lead Evaluator Mentor. Dr. Knudson was principal of a Blue Ribbon School and recognized as a National Distinguished Principal. She recently participated as a district observer in a national Teacher &amp; Leader Evaluation Systems research study..</p>
<p>Ms. Leesa K. Moman <i>(KDE Staff)</i></p>	<p>Leesa Moman is an Educational Recovery Director with the Kentucky Department of Education (KDE) monitoring improvement in low performing schools. Her previous work included positions as a Highly Skilled Educator and Educational Recovery Leader for KDE. Leesa also has work experiences in Daviess County Schools as a special education teacher, special education consultant, principal, director of special education and assistant superintendent. She currently serves as an adjunct professor at Western Kentucky University.</p>
<p>Deanna D Ashby <i>(District Practitioner Administrator)</i></p>	<p>Deanna Ashby is currently an Assistant Superintendent for Hopkins County Schools. She oversees the Instruction, Special Education, Transportation, and Facilities Departments. She has served as a business/marketing teacher, guidance counselor, assistant principal, an elementary and high school principal, and Director of Secondary Education.</p>
<p>Ms. Kathy Evanko <i>(KDE Staff)</i></p>	<p>Kathy Evanko is currently serving as an Educational Recovery Leader for the Kentucky Department of Education. Kathy has served as a high school science teacher, high school assistant principal, Region One Service Center consultant and Highly Skilled Educator. Kathy was a National Board Certified Teacher from November 2003 to November 2013. She has been awarded the Certified School Improvement Specialist designation by The Institute for Performance Improvement.</p>
<p>Mrs. Paula Gordon <i>(School Practitioner Administrator)</i></p>	<p>Paula Gordon has over 16 years of experience working within education. She has served students in several districts in Kentucky as an elementary classroom teacher, reading interventionist, literacy coach, curriculum specialist, Education Recovery Specialist, Administrative Dean, Professional Growth and Effectiveness Coach and Assistant Principal.</p>
<p>Mrs. Debra Lynn Reed <i>(KDE Staff)</i></p>	<p>Debra began her teaching career at Madison Central High School in Richmond, KY. During her fourteen years there, she served as an English teacher, portfolio cluster leader, department chair, JV dance team coach and JV academic team coach. In 2002 Debra received National Board Certification and re-certified in 2008. She currently works as an ambassador for National Board. She has served as a Highly Skill Educator for the Kentucky Department of Education where she assisted schools in improving student achievement through a focus on curriculum, instruction, and assessment. Currently, Debra serves as an Educational Recovery Specialist for KDE. Her work focuses on school improvement for priority schools.</p>

Member	Brief Biography
Mrs. Tammy Stephens <i>(Parent)</i>	Tammy Stephens is an educator, facilitator, and collaborator. Experiences include working with middle school students in grades 5-9 in English Language Arts, reading and writing interventionist, literacy/curriculum coach, and district director of secondary education. Currently, Tammy works as Education Recovery Specialist for the Kentucky Department of Education. Other projects completed for KDE include literacy/strategies consultant and English Language Arts Content Specialist.
Karen West <i>(School Practitioner Administrator)</i>	Karen West currently serves as a curriculum supervisor with the Corbin Independent School District. She has 21 years of experience as a Kentucky educator, including twelve years as an instructor of secondary English/French and nine years as an administrator of district-wide programs. Karen has served in the development of the Kentucky Model Curriculum Framework and also works in item development for the PRAXIS exam.

## About AdvancED

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

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

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

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# Attachments

The following attachments have been included in this report.

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

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

**Annual Measurable Objective (AMO)**

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
<b>2013-2014</b>	64.0	65.0	63.2	NO	YES	YES
<b>2012-2013</b>	45.7	46.7	53.2	YES	YES	YES

Plus

- Met participation rate goal
- Met graduation rate
- Overall score went up from 2013 to 2014

Delta

- Did not meet AMO goal in 2014

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

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
<b>English II</b>	39.3	52.2	41.6	55.8	38.9	55.4
<b>Algebra II</b>	42.4	40.0	33.7	36.0	17.9	37.9
<b>Biology</b>	12.5	30.3	29.9	36.3	26.5	39.8
<b>U.S. History</b>	30.9	39.5	48.6	51.3	38.2	58.0
<b>Writing</b>	37.6	43.9	43.7	48.2	32.0	43.3
<b>Language Mech.</b>	30.9	50.7	29.2	51.4	26.2	49.9

Plus

- Four areas showed growth in P/D% from 2011-2013

- Two areas have maintained growth in P/D from 2011 to 2014

Delta

- All EOC areas showed decline in P/D rates 2013-2014

**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	13.7	16.1	14.2	16.6	13.9	16.5
Math	15.2	16.8	14.5	17.1	14.7	16.9
Reading	14.5	16.6	14.3	16.8	14.3	16.7
Science	16.5	17.9	16.3	18.1	16.2	18.1
Composite	15.1	17.0	14.9	17.3	14.9	17.2

Plus

- Math PLAN scores went up 0.2 in 2014

Delta

- English and Science PLAN scores went down in 2014
- Reading and Composite scores were stagnant in 2014

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	16.2	18.4	15.4	18.4	15.6	18.7
Math	17.5	18.8	16.6	18.9	16.7	19.2
Reading	17.0	19.0	16.5	19.4	16.6	19.6
Science	17.7	19.1	17.4	19.5	16.8	19.6
Composite	17.2	19.0	16.6	19.2	16.5	19.4

Plus

- English, math, and reading ACT scores increased in 2014

Delta

- Science and Composite ACT scores decreased in 2014

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
<b>Combined Reading &amp; Math</b>	51.9	26.9	NO	44.9	23.4	NO
<b>Reading</b>	50.9	36.7	NO	43.9	31.7	NO
<b>Math</b>	52.9	17.1	NO	45.8	15.0	NO
<b>Science</b>	29.3	24.5	NO	28.3	18.8	NO
<b>Social Studies</b>	44.3	36.1	NO	38.8	30.9	NO
<b>Writing</b>	48.7	30.7	NO	42.9	27.2	NO

Plus – N/A

Delta

- No proficiency targets were met
- No gap targets 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)
<b>College and Career Readiness</b>	<b>51.4</b>	<b>50.3</b>	<b>62.4</b>	<b>No</b>
<b>Graduation Rate</b>	<b>84.2</b>	<b>84.9</b>	<b>87.5</b>	<b>Yes</b>

Plus

- Graduation Rate showed an improvement of 0.7, meeting target

Delta

- College/Career Readiness decreased, not meeting target

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative and Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.41	2.43	2.11	2.5	9.5	PROFICIENT
Practical Living	2.5	2.33	2.44	2.33	9.6	PROFICIENT
Writing	2.06	2.13	2.56	2.29	9.0	PROFICIENT

Plus

- All Program Review Areas were considered Proficient

Delta – N/A

**Summary of Student Performance Data:**

The school did not meet AMO for the 2013-14 school year, although the school met AMO for the 2012-13 school year. Furthermore, the school did not meet its School Achievement Delivery Targets or Gap Delivery Targets for 2013-14.

In the area of EOCs, there is a common pattern among the English II, Writing, and U. S. History scores in that they increased from 2011-12 to 2012-13 but decreased significantly in 2013-14 (Eng. II -2.7%, Writing -11.7%, U.S. History -10.4%). Biology showed a similar pattern. However, these scores did not drop as significantly in 2013-14 (Biology -3.4%). Scores in Algebra II have consistently decreased over the course of the last three scoring cycles by a total of -24.5%. Language Mechanics has steadily decreased, but only by 4.6% over the last three scoring cycles.

PLAN and ACT scores have been sustained with a small decrease in 2013-14. The school average is below the state average in all areas of both PLAN and ACT. The percentage of students meeting benchmarks on both PLAN and ACT is also below the state average.

PLAN Percent of Students Meeting Benchmarks:

- English 43.3%
- Math 7.9%
- Reading 21.5%
- Science 6.9%

ACT Percent of Students Meeting Benchmarks:

- English 34.2%
- Math 18.4%
- Reading 24.2%

The school rated itself proficient in all areas of the Program Review.



**2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM**

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

Improvement Priority 1

Indicator 1.2	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2	3	2

1.2 Improvement Priority  <b>Enhance efforts to engage all teachers and other stakeholders in developing challenging and equitable educational programs and learning experiences in all classrooms. Ensure that the focus in every class is on mastery of academic standards and depth of understanding including the application of knowledge and skills.</b>	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p><b>School Evidence:</b></p> <p>AdvancEd Staff, Student and Parent Surveys; Faculty Handbook; Student Agenda; Morning Announcements; A-Team, Faculty, Leadership, and PLC Agendas; Freshman Community LO Agenda and Powerpoint; Faculty Retreat Agenda and Powerpoint; PLC Agendas; Leadership Learning Opportunity Agendas and Minutes; CAP Team Learning Walk Forms and Data; ELEOT Learning Walk Forms and Data; CSIP 2014-2015; PLC Cycle Protocols and Proficiency Data; Course Passing Data; Quarterly Report (October 2014)</p>
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**School Supporting Rationale:**

Based on documents and meeting agendas, the principal has proactively and persistently enlisted staff to commit to shared values and beliefs about teaching and learning. The agendas, the CSIP, the Quarterly Report, and staff surveys reflect regular communication among leaders and staff. ELEOT Learning Walk tools and data indicate a commitment to instructional practices that includes active student engagement and focus on depth of understanding. Documentation of the learning walk process and subsequent data analysis, as well as PLC Proficiency Data and use of Cycle protocols, demonstrates that leadership and staff have high expectations for professional practice.

**Team Evidence:**

1. Student performance data
2. Stakeholder survey data
3. Review of documents and artifacts
4. Self-Assessment and Executive Summary
5. Stakeholder interviews
6. Principal's presentation

**Team Supporting Rationale:**

The school has established some practices and approaches to help ensure that all students are engaged in challenging and equitable learning experiences. For example: 1) efforts to reshape school culture by "rebranding" faculty meetings as "learning opportunities" or teachers as "Champions," 2) creation of structures where teachers examine data, participate in school wide professional learning communities, and attend ongoing additional professional development focused on instructional effectiveness, 3) "Redhawk Rounds," which is teacher-led professional development. However, these approaches have not yielded improvement in achievement or stakeholder perceptions with regard to challenge, rigor, or equity. As detailed in the addendum to this report, 2013-14 performance data reflects a slight decline in student achievement across all academic areas. Seventy-four percent of staff indicated in surveys that they agree/strongly agree with the statement, "In our school challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," suggesting that as many as one fourth of the staff cannot confirm the existence of this condition across the school. Seventy-four percent of students indicated that the "principal and teachers have high expectations for them," suggesting that roughly one fourth of students cannot confirm this condition in the school. Similarly, 65 percent of students indicated that they agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences." While parents have generally favorable perceptions about the school's high expectations for students, 76% indicated that they agree/strongly agree with the statement, "The school provides an equitable curriculum and meets my child's learning needs." As detailed previously in this report, classroom observation data does not suggest established supports and monitoring that ensure the existence of equitable and challenging learning experiences across the school.

Improvement Priority 2

Indicator 3.3	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2	3	1.875

3.3 Improvement Priority	School Rating	Team Rating
<b>Increase student engagement through instructional practices that ensure achievement of learning expectations including opportunities for student collaboration, self-reflection, application, integration of content and skills, and use of technologies as instructional resources and tools.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p><b>School Evidence:</b></p> <p>Google Docs</p> <ul style="list-style-type: none"> <li>• Biology ILT presentation – Biology PLC shares data and instructional strategies that include technologies used in the classroom</li> <li>• Biology Regrouping – champions regrouped scholars into red, yellow, and green groups based on practice EOC quiz data</li> <li>• Bosing LWs – learning walks communicate expectations, provide supports for, and monitor champion progress</li> <li>• CCC period cohort 2015 – raw ACT data used to determine interventions for senior scholars (math, reading, and English interventions)</li> <li>• Cultural Extravaganza email – evidence of integrating content with other disciplines and culture</li> <li>• DI PLC PD Picture – picture of champions at PD</li> <li>• DI Poster – product of PD</li> <li>• Differentiated Instruction and Station Rotation – materials from a Redhawk Rounds PD that provide support for the use of differentiated instructional strategies.</li> <li>• Edmodo Screenshots – champions use Edmodo (technology) as an instructional resource and tool</li> <li>• ELEOT LW Algebra 1 – evidence of opportunities for scholar collaboration and application of content/skills, Differentiated Instructional strategies</li> <li>• ELEOT LW Biology – evidence of technology, scholar collaboration, and application of content/skills, Differentiated Instructional strategies</li> <li>• ELEOT LW English 1 – evidence of technology, scholar collaboration, and application of content/skill,</li> </ul>
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**Differentiated Instructional strategies**

- Formative Assessment – PD provided to champions to re-introduce formative assessment strategies
- Integrated Science FA Beautiful and Brutal – assignment from Integrated Science IA (Physics) in which scholars reflected on their formative assessments
- Learning Walks and LW debriefs - learning walks communicate expectations, provide supports for, and monitor champion progress.
- Parent Survey - feedback from parents shows that on questions #12, 13, and 22 over 60% of parents are in agreement (scores ranging from 3.76 – 4.08) that our teachers engage their children through instructional strategies (including technology)
- Photos – various photos of scholars working in groups, a carousel activity, and activities using QR codes
- PVT examples observations – peer visitation team observations, another process and/or support the school created to ensure that champions personalize instructional strategies and interventions
- Redhawk Rounds 11/18 – in house PD that introduces differentiated instructional strategies
- Redhawk Rounds 9/30 – in house PD that introduces technology and differentiated instruction
- Remind Screenshot – champions use Remind (technology) as an instructional resource and tool
- Seneca Survey – Feedback from staff shows that on questions 17, 18, and 19 over 60% of staff members are in agreement (scores ranging from 3.59 – 3.66) that teachers engage students in their learning through instructional strategies (including technology) that ensure achievement of learning expectations
- Student Survey – feedback from students (scholars) show that on questions 10, 16, 17, and 26 over 60% of students are in agreement that teachers engage their learning through instructional strategies (including technology) that ensure achievement of learning expectations.

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- ILT agendas and minutes (with PLC share-outs)

**Red Binders**

- Scholar work samples – scholars applying their knowledge and skills
- Formative and summative assessment samples – scholars applying their knowledge and skills
- Scholar reflections – champions provide opportunities for scholars to reflect on their work and therefore increase scholar engagement

**School Comments:**

Seneca High School has been very intentional in communicating expectations, providing support for, and monitoring consistent planning and use of instructional strategies that require scholar collaboration, self-reflection, and development of critical thinking skills. We have provided PDs (Redhawk Rounds) on formative assessment and differentiated instructional strategies. We use the ELEOT tool to monitor these strategies and provide feedback. We have increased our use of technology in lessons. For example, many of our champions have scholars use iPads to research information on an author's background or purpose for writing a story, or to investigate the four macromolecules in biochemistry. Also, biology uses apps, like Kahoot and Plickers, as formative assessment tools. Many of our champions use such technologies as QR codes, Edmodo, and Remind to communicate expectations to their scholars. Our ELEOT LW samples provide evidence of scholar collaboration, application, integration of content and skills, and use of technologies as instructional resources and tools. Our scholar reflection

samples verify that our champions provide opportunities for scholars to reflect on their work and therefore increase engagement. Finally, each year we provide a school wide cultural extravaganza. This workshop and celebration of diversity provides an opportunity for both champions and scholars to experience different cultures within the school. Our champions create lesson plans that integrate opportunities to learn about other's backgrounds, cultures, and differences within their content areas.

**Team Evidence:**

1. Performance data
2. Survey data
3. Classroom observation data
4. Review of documents and artifacts
5. Principal's presentation
6. Stakeholder interviews

**Team Comments:**

The Diagnostic Review Team acknowledges that the school has implemented many strategies to address the more consistent use of instructional strategies effective in increasing student engagement such as the use of collaboration, self-reflection, and even some technology integration. Some strategies have been implemented with greater fidelity and consistency than others. Observers noted a high percentage of behavioral incidents in which there was here was a lack of consistent enforcement of school policies (i.e., dress code, attendance, behavior, cell phone usage) by teachers and school administration, thus adversely affecting the implementation of instructional strategies. The focus of implementing instructional strategies that more authentically engage students in learning is to improve student achievement. However, performance data, as detailed in the addendum to this report, does not suggest that student learning improved at the school in 2013-14 as a result of the implementation of these strategies.

In addition, in surveys, 62 percent of students indicated they agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I need to succeed," suggesting that nearly 40 percent of students cannot confirm the existence of these effective practices across the school. Similarly, 76 percent of parents agree/strongly agree that "all of my child's teachers use a variety of teaching strategies and learning activities," suggesting that nearly one fourth of parents cannot confirm this condition across the school.

With regard to the survey data that the school has cited in their explanation, 60-65 percent agreement on survey items reflects limited agreement that a condition, practice, policy, etc., exists across the school. This survey data suggests that while a variety of instructional approaches, technology integration, student collaboration, etc., exist in the school, these methods are not consistent or systematic. The systematic application of these effective teaching strategies across the school is linked to higher levels of student achievement.

Improvement Priority 3

Indicator 3.4	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2	4	2

3.4 Improvement Priority  <b>Refine supervision and monitoring of instructional practices to ensure that they are (1) aligned with the school’s values and beliefs about teaching and learning, (2) are teaching the approved curriculum, (3) are directly engaged with all students in the oversight of their learning and (4) use content specific standards of professional practice.</b>	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.	X	
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p><b>School Evidence:</b></p> <p>Google Docs</p> <ul style="list-style-type: none"> <li>• CIF Posters Folder provides evidence of policies and practices regarding lesson and unit planning. CIF posters are required to be displayed in every classroom to outline the instruction for the day and for monitoring by assistant principals, counselors, and champion leaders during learning walks.</li> <li>• Action Plans – the 2013-14 school year was our first attempt at coaching/supporting champions in the classroom. This is another example of monitoring instructional practices that are aligned to school’s values and beliefs, ensuring that champions are teaching the approved curriculum, and are that they are directly engaged with all students.</li> <li>• Biology ILT presentation – Biology’s presentation on current data, instructional strategies that include technology, and supports</li> <li>• Bosing LW – evidence of monitoring and supporting the use of instructional strategies</li> <li>• CAP Team E-mail – counselor and AP using protocol for monitoring and supporting the use of instructional strategies</li> <li>• Champion Awards – example of how we celebrate at what we value in our instructional practices</li> <li>• CL Notes – during the 2014 school year, champion leaders join in as coaches for their peers and monitor/support the use of instructional strategies</li> <li>• ELEOT Best Practice Focus – our new learning walk, feedback coaching, and progress monitoring system. Focus is on differentiated instruction (A1) and scholar background/culture (A4)</li> <li>• ELEOT LW Compilation Biology – evidence of technology, scholar collaboration, and application of</li> </ul>
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content/skills, Differentiated Instructional strategies

- ELEOT LW results - Week 1: 11/5-11/7, e-mail from Ms. Harbolt describing the results of our new learning walks using the ELEOT tool
- Evaluation Procedures – evaluation procedures for assistant principals and champions as agreed upon by JCTA
- Feedback Action Plan/Champion Leader – Goal Clarity Coaches providing feedback on champion leaders’ action plans. This feedback lists additional supports/coaching opportunities for our champion leaders in monitoring instructional practices.
- ILT minutes – PLCs sharing SMART Goals, Instructional Strategies, and supports
- ILT PLC Presentation email – email that outlines reporting procedures for PLC Leaders in sharing SMART Goals, Instructional Strategies, and supports. This is another example of how our leadership evaluates, supervises, and monitors instructional practices (other than classroom observations).
- January DI Plan – next steps were determined by the leadership team, using the data from ELEOT learning walks
- Teacher Professional Growth Plan – narrative of how GCCs provide supports to champions
- SGG (Student Growth Goal) – a sample of a scholar growth goal as it was submitted into CIITS and TPGES
- Leadership and Faculty Learning Opportunity Structure – outlines the monitoring of PLC agendas, course passing rates, and instructional practices of champions to ensure scholar success
- Learning Walk Forms and Feedback – champions were selected based on course passing rates, evidence of effective process for consistently monitoring and supporting improvement in instructional practices.
- Monitoring Student Progress is an article written by the Instructional Support Team and Resource Teacher at Seneca High School and was published on the website [All Things PLC](http://www.allthingsplc.info/evidence/details/id,807) (<http://www.allthingsplc.info/evidence/details/id,807>). It documents the work of PLCs as it relates to improving instruction and student learning at Seneca High School. This is further evidence of the leadership of our principal and leadership team as they monitor and support the improvement of instructional practices of champions.
- Monthly LO Dates– outlines faculty learning opportunity dates on which we share data and next steps
- PD Plan– outlines professional development dates that align to our big rocks (our schools values and beliefs about teaching and learning)
- PLC follow-up email – GCC feedback on PLC learning opportunity and minutes (another piece of evidence on monitoring progress other than classroom observations)
- Redhawk Rounds agenda and feedback – professional development and feedback process that is aligned to instructional practices.
- Seneca Survey – feedback from staff shows that on questions 3, 11, 12, 13, over 70% of staff members are in agreement (scores ranging from 3.79 – 4.34) that school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- SHS Champion Leader Planning Forms – during the 2014 school year, champion leaders join in as coaches for their peers and monitor/support the use of instructional strategies.
- This week e-mails (LW ELEOT Tool) – Ms. Harbolt’s email on use of the ELEOT tool as a way to monitor differentiated instruction (with her results)
- TPGES framework – Seneca High School has begun working with TPGES. Our champions have examined content specific standards of professional practice, embedded them into their professional growth plans, and created student growth goals based on curriculum aligned enduring skills.

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- Focus Teams – in addition to classroom observations, focus teams (led by school leaders) use data to determine best practices that are aligned to our school’s mission and vision. Every champion at Seneca High School is a member of a focus team.
- PLC Supports and Monitoring – in addition to classroom observations, our leadership team analyzes PLC minutes for evidence of examination of scholar work and instructional next steps based on this work. The leadership team provides PLCs with feedback in the form of plus/deltas. This feedback is used to plan PLC content leader PDs.

**Red Binders**

- A-team minutes – evidence shows the process through which counselors and APs refine supervision and monitor instructional practices. Team uses course passing data to determine learning walk assignments. APs – observe instruction, counselors – observe culture/climate.
- New Champion PD and Support – evidence of PD provided to the new champions in our building, focus is on instructional practices and classroom management.

**School Supporting Rationale:**

Seneca High School began to streamline supervision and monitoring of instructional practices in 2013. The CAP teams (counselor/assistant principal/principal team) examined course passing data to determine champion observations. Once champions were selected, CAP teams conducted learning walks in classrooms of both high course passing rates and low course passing rates. Assistant principals/principals observed instruction and counselors observed both culture and climate. Feedback to champions was given in person and recorded on documents in our evidence folder, which was shared with the leadership team. A positive observation was shared along with one suggestion for improvement. These suggestions, along with any additional coaching support needed, were monitored by the instructional support team (IST - see coaching plans). The leadership team (which consisted of both CAP and IST teams) used this data to determine professional development needs in the form of Redhawk Rounds. This system evolved in 2014, after our mock audit. Using both course passing data and results from the mock audit, feedback coaches were instituted, including champion leaders (department chairs). Feedback coaches observed their assigned champions and completed the ELEOT form while citing specific evidence in the areas of A1 (differentiated instruction) and A4 (scholar background/culture). Each feedback coach listed suggestions for improvement and returned each week, to the same class period, to gather data on those suggestions. Feedback coaches reported out instructional trends to the leadership team, who in turn used this data to determine professional development needs in the form of Redhawk Rounds, champion-champion learning walks (see January DI plan), and Brown Bag PD.

In addition to direct classroom observations, our leadership team analyzes PLC minutes for evidence of examination of scholar work and instructional next steps based on this work. The leadership team provides PLCs with feedback in the form of plus/deltas. This feedback is used to plan PLC content leader PDs. Next, focus teams (led by school leaders) use data to determine best practices that are aligned to our school’s mission and vision. Every champion at Seneca High School is a member of a focus team. Also, we have begun TPGES and our evaluating principals monitor each champion’s progress through CIITS. A sample of a champion’s scholar growth goal is provided as evidence of TPGES. Another example of monitoring is our champion leaders (department chairs), who join in as coaches for their

peers and monitor/support the use of instructional strategies. Finally, an email outlining reporting procedures for PLC Leaders in sharing SMART Goals, Instructional Strategies, and supports is included in our evidence. This is another example of how our leadership evaluates, supervises, and monitors instructional practices (other than classroom observations).

Team Evidence:

1. Performance data
2. Survey data
3. Classroom observations
4. Stakeholder interviews
5. Review of documents and artifacts
6. Principal’s presentation

Team Supporting Rationale:

The team acknowledges that school leadership has developed tools to formally monitor instructional practices through supervision. However, evidence does not suggest that there is a consistent use of the monitoring tools and provision of feedback to staff during the current school year. Monitoring tools include learning walks, review of interim assessment data, implementation of the board adopted formal evaluation system, structure for school-wide professional learning communities to review student progress, and peer observation/coaching by Content Leaders, etc. Evidence suggests that some strategies have been implemented with greater fidelity and consistency than others.

The extent to which these practices and strategies have resulted in improvement in student success as measured by performance data is very limited. In addition, classroom observation data, as detailed earlier in this report, does not suggest the implementation of effective instructional practices across the school. For example:

- 1) Instances in which students experienced differentiated learning opportunities and activities that met their needs were evident/very evident in 19 percent of classrooms.
- 2) Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 38 percent of classrooms.
- 3) Instances in which students were actively engaged in learning activities were evident/very evident in 25% of classrooms.

Improvement Priority 4

Indicator 3.10	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Grading and reporting are based on clearly defined criteria that represent the attainment of content	2	3	2

knowledge and skills and are consistent across grade levels and courses.			
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3.10 Improvement Priority	School Rating	Team Rating
<b>Ensure that grading and reporting are based on defined policies, processes, and procedures across all grade levels and subjects.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <p>Google Docs</p> <ul style="list-style-type: none"> <li>• Algebra 1 syllabus – shows grading policy for Freshman Algebra 1</li> <li>• Arts and Humanities IC gradebook screenshot – senior level gradebook broken down by scholar mastery, progression, and engagement (evidence of Seneca Grading Policy)</li> <li>• Biology IC gradebook screenshot – junior level gradebook broken down by scholar mastery, progression, and engagement (evidence of Seneca Grading Policy)</li> <li>• Conference Day email – email to champions about conference day results</li> <li>• Copy of grading periods – dates for progress reports/report card distribution for both parents and scholars</li> <li>• Email: Harbolt Grading Policy – email from principal updating champions on grading policy</li> <li>• English 3 IC gradebook screenshot – junior level gradebook broken down by scholar mastery, progression, and engagement (evidence of Seneca High School Grading Policy)</li> <li>• FLO Follow-up Important Business Items email – additional email from principal updating champions on grading policy</li> <li>• Geometry syllabus – shows grading policy for sophomore Geometry</li> <li>• Grading Policy Survey email – email pertaining to our grading policy survey and procedures</li> <li>• Grading Policy Survey Summary – summary of our survey results</li> <li>• Grading Retreat PowerPoint – PowerPoint from retreat, first investigation into a new grading policy</li> <li>• Grading Survey 2 – another step closer to finalizing the grading policy with a survey</li> <li>• Law IC gradebook screenshot – sophomore level gradebook broken down by scholar mastery, progression, and engagement (evidence of Seneca High School Grading Policy)</li> <li>• Opening Day Agenda – agenda showing that the faculty will further discuss and vote on a grading policy (follow-up to work completed at retreat)</li> <li>• Plus/Delta Parent Conference FC – feedback from parents/guardians of our freshman community scholars on parent conference day (stakeholder feedback)</li> <li>• Plus/Delta Parent Conference Upper – feedback from parents/guardians for our upper community of scholars on parent conference day (stakeholder feedback)</li> <li>• Pre-Algebra Syllabus – shows grading policy for freshman pre-algebra</li> <li>• Principal Newsletter Fall 2014 – newsletter from Ms. Harbolt to all stakeholders in regard to new grading policy (see page 3)</li> </ul>
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- RCC September 29-30 emails – report card conferencing email to leadership team and community members. Team and community members conference with each scholar about his/her grades and to set goals.
- RCC Volunteer Schedule – list of community members and leadership team members who assisted with report card conferencing
- Sample Report Cards – sample report cards from grades 9, 11, and 12. These reports cards are given to scholars and sent home to parents/guardians every 6 weeks.
- Seneca Survey shows that on questions 9 and 21, over 70% of staff were in agreement that Seneca holds its scholars to high academic expectations. However, only 40% of staff were in agreement about a common grading policy. This result led to our school developing a school wide common grading policy.
- SHS Retreat Agenda – agenda from Seneca’s faculty/staff retreat, our first exploration into developing a school-wide grading policy.
- Student survey shows that on question 22, over 60% of students agree their teachers fairly grade their work.
- Survey Results PowerPoint – PowerPoint shared with champions during a faculty learning opportunity on grading policy survey results and next steps.
- US History IC gradebook screenshot – junior level gradebook broken down by scholar mastery, progression, and engagement (evidence of Seneca Grading Policy)

**School Supporting Rationale:**

Seneca High School’s journey into the development of a school wide grading policy began this summer at our faculty/staff retreat (see retreat agenda). This process started with the examination of the JCPS grading policy for the district (see JCPS policy SPPG page 15). Champions were broken up into teams which included classroom champions, administrators, and staff members who were also parents. These teams mapped out academic grading categories, components, and percentages. Charts were posted around the room for feedback and questions. Ms. Harbolt compiled and consolidated all suggestions, feedback, and questions into a presentation and survey at our opening day faculty learning opportunity (see opening day agenda and PowerPoint). Champions continued discussions from the retreat and worked to come to a consensus on Seneca High School’s grading policy. Again, Ms. Harbolt compiled results and creating the second, final grading policy survey. Champions completed the survey and came to a consensus on a grading policy. This new grading policy was included in Ms. Harbolt’s fall newsletter and shared with parents/guardians and community members.

Evaluating administrators require that all champions submit course syllabi, including Seneca High School’s New Grading Policy, for review and feedback. Sample syllabi from freshman level Pre-Algebra and Algebra 1 and sophomore level Geometry courses are listed as evidence. All include the grading policy and were shared with scholars and parents/guardians. Also, champions are required to use the Infinite Campus gradebook to post grades every 3 weeks. Gradebooks reflect Seneca’s new grading policy and are monitoring by Seneca’s leadership team. Screenshot samples of Infinite Campus electronic gradebooks for senior level Arts and Humanities, sophomore level Law, and junior levels Biology, English 3, and US History are listed as evidence.

Seneca High School continues to evaluate its grading and reporting practices and policies to determine their effectiveness in improving scholar performance, ensuring that all scholars have equitable and

challenging learning experiences in all classes, and preparing scholars for the next level of success. We value feedback from all stakeholders as evident in our plus/delta system set up during parent-conference day (see plus/delta parent conference FC and upper). Also, with the help of leadership and community members, we are able to conduct report card conferencing with every scholar in the building to ensure improvement and continued success (see RCC emails and volunteer list).

**Team Evidence:**

1. Performance data
2. Survey data
3. Stakeholder interviews
4. Review of documents and artifacts

**Ensure that grading and reporting are based on defined policies, processes, and procedures across all grade levels and subjects.**

**Team Supporting Rationale:**

The team acknowledges that school leaders have endeavored to revise school grading and reporting practices to ensure greater consistency and equitable evaluation of students across grade levels and similar courses. However, survey data as well as stakeholder interviews indicate that the degree to which grading policies and practices are applied across the school appears to be inconsistent. For example, 49 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,” suggesting that over half of the staff cannot confirm the existence of these policies. Interview data further confirms there is a clear lack of consistent buy-in from staff, parents and students for the new grading policy. Sixty-seven percent of students indicated that they agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work,” suggesting that more than 30 percent of students do not agree that their work is fairly graded/evaluated. Classroom observations indicate that teachers are not monitoring/assessing individual student knowledge based on specific criteria on a daily basis.

Improvement Priority 5

Indicator 4.5	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The technology infrastructure supports the school’s teaching, learning and operational needs.	1	2	2

4.5 Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
<b>Ensure technology infrastructure meets the teaching, learning, and</b>		

<b>operational needs of the school.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	<b>X</b>	<b>X</b>
There is little or no evidence that this Improvement Priority has been addressed.		

<p><b>School Evidence:</b></p> <p>Parent Survey Summary Conference Day, Seneca TELL Survey Update, TELL Survey Results, What is JCPS e-school, Accessing Portal, Alumni Funding, AUP Policy and Examples, Copy of SEA, Courtroom Request for Additional Funding, Purchase Order, School Improvement Grant, STC Job Description, Technology Plan 2013-2014, Technology Plan 2014, Technology Team</p>
<p><b>School Supporting Rationale:</b></p> <p>Seneca High School has taken many steps to improve the infrastructure of technology in the building in order to fully support scholars and champions. There have been six wireless hubs added to support the increased use demands on the Wi-Fi. This investment allows more champions to utilize the new technology purchased for scholar use. The alumni association also purchased new computers for the library to increase the quality of technology in the building.</p> <p>There has also been improvement to the technology plan to further benefit the scholars and champions. A Technology Focus Team was created in order to better incorporate technology into the building as well as to help champions use technology in the classroom. All of these improvements have sent us in the right direction, but we are still dealing with connectivity issues. These improvements show that we are making steps toward improving this priority standard, although we are not satisfied yet.</p>

<p><b>Team Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Classroom and school observations</li> <li>2. Stakeholder surveys</li> <li>3. Stakeholder interviews</li> <li>4. Review of documents and artifacts</li> </ol>
<p><b>Team Supporting Rationale:</b></p> <p>Documents, artifacts, and interviews reveal that the school has purchased new instructional technology in the last two years, including computer carts for each department. In addition, technology infrastructure has been improved to allow greater wireless access. The school has been granted a waiver for students to “bring their own devices” to school. The alumni association has awarded a grant</p>

to support the increased use of technology across the school.

Team members noted the presence of technology equipment in many classrooms (Smartboard, iPads, multiple computer labs, library-media computer workstations, etc.). The team recognizes the existence of a school technology committee and plan. While steps have been taken to improve the infrastructure with additional hubs and laptop carts for each department, classroom observations and teacher interviews do not suggest consistent and regular use of technology as an instructional tool.

Other efforts to increase technology include increased student access (student checkout, e-school, Transition Center, appointment log-in system, etc.), staff development, professional development, curriculum and instruction integration, and Infinite Campus to increase communication among parents.

Improvement Priority 6

Indicator 5.5	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2	4	3

5.5 Improvement Priority	School Rating	Team Rating
<b>Evaluate the degree to which the school is effectively implementing a continuous improvement planning process that: (1) requires the continuous collection, analysis and use of data from a range of data sources; (2) is highly collaborative and involves teachers as well as parents; (3) is regularly updated when new data becomes available; (4) includes ongoing communication of goals, activities and results to broad stakeholder groups. Use information from this evaluation to guide improvements.</b>		
This Improvement Priority has been addressed in an exemplary manner.	X	
This Improvement Priority has been addressed satisfactorily.		X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- 30-60-90 Plans
- Admin/A-Team Minutes
- Advisory Council Minutes
- Assessment Data and Interventions (in Quarterly Report)

- Assessment Data Review (in Leadership Learning Opportunities and Faculty Learning Opportunities)
- Assistant Superintendent Data Reports
- Champion Leaders Support
- CIF Posters and Instructional Frameworks
- College and Career Readiness Data
- Common Grading Policy Survey Results
- Communication Plans
- CSIP and CSIP Self-Assessment Rubric
- Cycle Protocols
- Data Days/CASCADE/RedYellowGreen Data
- Extended Learning Explanation and Schedule
- Focus Teams Rosters
- Focus Teams Minutes (Trello)
- Instructional Leadership Team (ILT) Minutes
- Instructional Support Team (IST) Minutes
- IST Coaching Plans
- Leadership and Faculty LO Structure
- Leadership Learning Opportunities Minutes
- Leadership support to PLCs/PLC Teams Assignments
- Learning Walks ELEOT and Feedback
- Marketing Materials (Showcase of Schools, 8<sup>th</sup> grade Open House, 8<sup>th</sup> grade School Visits)
- Monitoring Student Progress document
- Open House
- Parent Learning Opportunities and Information
- Parent/Guardian Communications (mailings, website, principal's newsletter, electronic messaging, and social media)
- PLC Expectations/PLC Leaders PDs
- Professional Development Plan
- Quarterly Report and Quarterly Report Tracking Tool
- Student Communications (announcements, class learning opportunities, principal-scholar dialogue, scholar agenda book, scheduling guide, bulletin boards, newsletters, and electronic messaging)
- Seneca Acronyms
- Survey Results (student survey 30, parent survey 33, and staff survey 52)

**School Supporting Rationale:**

Seneca's Professional Learning Community teams (PLCs) and the school leadership team use results for continuous improvement to monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Every teacher and leadership team member in the building is a member of at least one PLC, which regularly assesses its needs. Reflections are collected and analyzed by the school leadership team to determine professional development needs for either an individual PLC or the entire faculty. Professional development sessions have included both multiple day sessions with PLC work time and application to instructional planning and data analysis (during summer retreat) and embedded professional development from school-based resource teachers focused on analyzing student work and

planning interventions. Additional support is provided directly to PLC leaders through monthly professional development sessions for PLC leaders and to all teachers during Redhawk Rounds sessions. Champion leaders (i.e. core content department chairs) are provided a resource period to support the work of the PLCs in their departments and receive additional leadership support through monthly professional development sessions as well. PLC reflections, 30-60-90 Day plan strategies, and the professional development plan reflect increasing expectations and capacity of teachers, administrators, and support staff to collect and use data to support and monitor student achievement. State-determined delivery targets for assessed areas are embedded within the 30-60-90 Day plan in an effort to focus on making data-informed decisions while monitoring data about student learning. This data is regularly reviewed with the Instructional Leadership Team and the Advisory Council for input regarding improvement work. Each PLC follows protocols for collecting, analyzing, and responding to data. Teachers deconstruct standards to create learning targets, and then develop, modify, and analyze common formative assessments and administer either district-developed or teacher-developed summative assessments on a school wide basis. PLCs follow cycle protocols to analyze teacher and course level data and determine next steps regarding whether content should be retaught, students be regrouped to address specific needs, or students be referred for additional instruction beyond class time. PLCs analyze assessment and intervention data to determine student readiness for next levels, including progress between semesters of courses. In addition, each teacher and leadership team member works in one of nine focus teams that analyze various school wide data and develops intervention strategies targeted at improving the culture, climate, and instructional work at Seneca High School.

All leadership team members are a part of at least one PLC where the aforementioned work takes place. In addition, the leadership team analyzes data from learning walks focused on specific areas, i.e. learning targets, formative assessment, and elements of the ELEOT learning walk tool. The leadership team has received training on monitoring and evaluating data across grade levels, content areas, and programs and currently engages in this work through regular review of learning walk data, PLC minutes, state assessment data, ACT benchmark attainment data, and data on progress toward industry certification. On a quarterly basis, the leadership team, champion leaders, and department chairs collaborate to gather and analyze data in order to complete the Quarterly Report. Student attendance and behavioral data are presented and investigated, in both Leadership Learning Opportunities and in the Redhawk Way Focus Team, to determine relationships to student achievement as well as potential interventions. The advisory program coordinator (the College Access Resource Teacher) and the Instructional Support Team present current data on both student academic achievement and progress in individual learning plans to the leadership team on a regular basis. The principal communicates the results of leadership learning opportunities with all staff, and PLCs are regularly asked to review and provide feedback on the work of the leadership team. The principal also regularly communicates learning walk results to the staff – including statistical data, trends, and areas for growth. The leadership team regularly refers to and updates the 30-60-90 plan based on recent data analysis. Multiple channels are utilized to provide information, including performance data, to stakeholders. Communication with teachers occurs in person through PLCs, department learning opportunities, individual learning opportunities, and emails. Teachers are also privy to various communications sent to parents. Communication with students occurs through letters, class learning opportunities, the principal-scholar dialogue sessions, school documents, bulletin boards, and general announcements. These all include information about academic goals and behavioral expectations. At times, these communications include recent student accomplishments such as proficiency assessment performance, college acceptance, and college and career readiness attainment. A comprehensive review of past communications practices resulted in the development of a School-to-Home Communications plan and

a Parent Communications plan to ensure more effective communication with stakeholders. Communication with parents comes in various forms such as mailings, phone calls, website postings, principal's newsletter, electronic messaging (i.e. One Call, emails, Infinite Campus Parent Portal, Remind 101), and social media (i.e. Twitter and Facebook).

Team Evidence:

1. Stakeholder survey data
2. Review of documents and artifacts
3. Stakeholder interviews

Team Supporting Rationale:

Team members recognized that leadership monitor and communicate data (i.e., information about grades, pass/fail, attendance, student communication logs, student progress and achievement, etc.). There have been increased efforts to include all stakeholder groups via various modes of communication. The 30-60-90 day plans include state delivery targets and are reviewed regularly by the instructional leadership team and advisory council. A process exists to compile the quarterly report and to share the data from this report with champions (teachers) and leadership.

An increase in parent communication has occurred by creating a school-to-home and a home-to-school communication plan. Parents receive timely information through many avenues (e.g., One Call, emails, Infinite Campus Parent Portal, Remind 101, newsletters, and social media sources). Eighty percent of parents agree/strongly agree that "the school ensures that all staff monitor and report achievement of school goals." Staff surveys also indicate that 88 percent agree/strongly agree that "leadership monitors data related to student achievement." Ninety-one percent agree/strongly agree that "leaders monitor data related to school improvement goals."

The school communicates with students via morning announcements, bulletin board, and electronic communications. Students receive grading reports regularly to keep them updated on their progress toward mastery of content. Daily CIF posters are displayed to inform students of daily learning expectations.

## **Stakeholder Survey Plus/Delta**

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

### **Teaching and Learning Impact** (Standards 3 and 5)

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

1. 87 percent of staff strongly agree/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. 88 percent of staff strongly agree/agree with the statement, "In our school, related learning support services are provided for all students based on their needs."

**$\Delta$  Delta:**

1. 45 percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 48 percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

### **Leadership Capacity** (Standards 1 and 2)

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

1. 98 percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. 97 percent of staff strongly agree/agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."

**$\Delta$  Delta:**

1. 50 percent of students strongly agree/agree with the statement, "In my school, all students are treated with respect."
2. 33 percent of students strongly agree/agree with the statement, "In my school, students treat adults with respect."

**Resource Utilization**  
(Standard 4)

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

1. 92 percent of parents strongly agree/agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."
2. 91 percent of staff strongly agree/agree with the statement, "Our school provides qualified staff members to support student learning."

**Δ Delta:**

1. 36 percent of the students strongly agree/agree with the statement, "In my school, students respect the property of others."
2. 40 percent of the students strongly agree/agree with the statement, "In my school, students help each other even if they are not friends."

**2015 School Diagnostic Review Schedule**  
**Seneca High School – Team Copy**  
**January 11 – 14, 2015**

**MONDAY, Dec. 29, 2014, 10:00 a.m.; Jan. 5, 2015, 10:00 a.m. Virtual Diagnostic Team Meetings**

**Saturday, January 10, 2015 Artifact Scores to Lead Evaluator**

**Sunday, January 11**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
3:00 p.m.	Hotel Check-in	Crowne Plaza Louisville 830 Phillips Ln Louisville, KY 40309	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Diagnostic Team Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	Hotel Restaurant	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal’s Overview Presentation  <b>Standards Presentation</b> - Questions/topics to be addressed:  1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.  2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.  3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?  4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?  5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?  6. What professional development has the school provided in the last two years targeting improvement in teacher professional practice and student success? What should the team be looking for in their classroom observations to gage the impact of the professional development program, i.e., differentiation, higher order thinking, formative assessment, student engagement, etc.	Hotel Conference Room	Diagnostic Review Team Members Seneca Principal and Others
7:30 – 8:30	Team Work Session #1 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> <li>• Review initial indicator ratings.</li> <li>• Review team schedule and individual team member responsibilities</li> <li>• Review classroom observation procedures and interview procedures</li> <li>• Finalize questions for principal interview</li> <li>• Determine other questions that the team needs to have answered</li> </ul>	Hotel Conference Room	Diagnostic Team Members

## Diagnostic Review Continued

**Monday Jan. 12, 2015**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school 7-7:34 Student Breakfast	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Principal interview		Diagnostic Review Team Members
9:00 – 11:45	Begin school and classroom observations and interviews. (Team members will have a separate schedule for eleot observations and individual interviews).	Seneca High	Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting Student Lunch Period (5 <sup>th</sup> period class) 1st lunch - 10:23-10:43 (Freshman Lunch) 2nd lunch - 11:17-11:37 3rd lunch - 11:42-12:02 4th lunch - 12:12-12:32	Designated Workroom	Diagnostic Review Team Members
11:45 – 2:20	Classroom observations (eleot) and individual/small group interviews continue. <b>Individual interviews:</b> 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty) <b>Small groups (3-5 persons) interviews</b> 1. parent leaders 2. students 3. support staff	Seneca High	Diagnostic Review Team Members (working in pairs or as individuals)
2:20 – 3:45	1. Small group or individual interviews 2. Review of paper artifacts and documentation that were not provided electronically through Google Drive or the School Website. 3-3:45 p.m. Parent Interviews		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel Enter eleot scores	Crowne Plaza	Diagnostic Review Team Members
5:00 – 6:00 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:00 – 9:00 p.m.	Evening Work Session #2 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> <li>• Discuss classroom observation (eleot) data from Day 1</li> <li>• Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities</li> <li>• Continue DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities.</li> <li>• Prepare for Day 2</li> </ul>	Hotel conference room	Diagnostic Review Team Members

**Tuesday, Jan. 13**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at Seneca High 7-7:34 Student Breakfast	Seneca	Diagnostic Review Team Members
7:40 – 11:45	7:45-8:45 a.m. Parent Interviews Classroom observations (eleots) Continue interviews as necessary not completed on day 1 Continue artifact review as necessary not completed on day 1		Diagnostic Review Team members (working in pairs or as individuals)
11:45 a.m.-12:45 p.m.	Lunch & Team Meeting Student Lunch Period (5 <sup>th</sup> period class) 1st lunch - 10:23-10:43 (Freshman Lunch)		Diagnostic Review Team Members

	2nd lunch - 11:17-11:37 3rd lunch - 11:42-12:02 4th lunch - 12:12-12:32		
12:45 -2:20 p.m.	Classroom observations (eleots) Interviews Artifacts review		Diagnostic Review Team Members (working in pairs or as individuals)
2:20 – 3:45 p.m.	Interviews Artifacts review		
4:00 -	Team returns to hotel Enter eleot scores		
5:00 – 6:00 p.m.	Dinner		Diagnostic Review Team Members
6:00 – 9:00 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator)  Examine and reach consensus on: <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> <li>• Leadership Addendum and +/-deltas</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

### Wednesday, Jan. 14

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	Final Team Work Session All team members review all components of the Diagnostic Review team’s findings including: <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Coherency and accuracy of the Improvement Priorities, Powerful Practices</li> <li>• Summary overview for each standard (in each standard workbook)</li> <li>• Brief narrative that further expands upon the individual learning environment ratings</li> </ul>		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 11:45 p.m.	<ul style="list-style-type: none"> <li>• Complete written report</li> <li>• Peer reviewing and editing</li> </ul>		Diagnostic Review Team Members
11:45-12:30 p.m.	Working Lunch		Diagnostic Review Team Members
12:00– 1:00 p.m.	<b>Kentucky Department of Education Leadership Determination Session</b>		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator to express appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.  <u>The Exit Report will not be a time to discuss the team’s findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>		Diagnostic Review Team

# School Diagnostic Review Summary Report

## Seneca High School

### Jefferson County Public Schools

1/11/2015 – 1/14/2015

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

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

**Principal Authority:**

The principal does have the ability to lead the intervention and should remain as principal of Seneca High School to continue the roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education

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

I have received the diagnostic review report for Seneca High School.

Principal, Seneca High School

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

Superintendent, Jefferson County Public Schools

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