



Internal School Review Report

Name of Institution

Reviewed: Southern High School

Date: January 26 - January 27, 2015

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Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (eleot™)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.00	Team Rating for Standard 3 2.3
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>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.</p> <p><i>Level 4</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 3</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 2</i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i>Level 1</i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.2	<p>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.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are 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.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are 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.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are 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.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are 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.</p>	2	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas.</p>	2	3

	<p>Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.6	<p>Teachers implement the school’s instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>	2	2

Indicator Rating	<input checked="" type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 3
3.9	<p>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.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.10	<p>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.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

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. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	57.4	58.4	63.9	Yes	Yes	Yes
2012-2013	41.2	42.2	48.7	Yes	Yes	Yes

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

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	34.5	52.2	34.8	55.8	27.1	55.4
Algebra II	40.4	40.0	28.9	36.0	15.9	37.9
Biology	16.3	30.3	31.0	36.3	22.9	39.8
U.S. History	18.5	39.5	28.0	51.3	49.2	58.0
Writing	32.6	43.9	44.0	48.2	32.6	43.3
Language Mech.	30.2	50.7	26.4	51.4	21.6	49.9

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	13.7	16.1	13.7	16.6	13.5	16.5
Math	15.6	16.8	14.2	17.1	13.9	16.9
Reading	14.8	16.6	14.3	16.8	14.0	16.7
Science	16.4	17.9	16.0	18.1	15.7	18.1
Composite	15.2	17.0	14.6	17.3	14.4	17.2

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	15.0	18.4	15.5	18.4	15.3	18.7
Math	17.2	18.8	17.5	18.9	16.7	19.2
Reading	15.9	19.0	17.2	19.4	16.4	19.6
Science	16.4	19.1	18.0	19.5	16.9	19.6
Composite	16.3	19.0	17.2	19.2	16.5	19.4

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	49.2	21.3	No	46.4	20.2	No
Reading	47.6	27.7	No	43.6	25.8	No
Math	50.7	14.9	No	49.1	14.6	No
Science	32.7	23.4	No	30.9	19.9	No
Social Studies	33.4	46.4	Yes	31.6	43.9	Yes
Writing	45.2	30.9	No	43.2	28.9	No

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

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	46.6	56.4	62.5	Yes
Graduation Rate	82.8	84.0	87.5	Yes

Program Reviews 2013-2014

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2	2	1.56	1.60	7.2	Needs Improvement
Practical Living	2.13	2	2	1.50	7.6	Needs Improvement
Writing	1.72	1.88	2.11	1.71	7.4	Needs Improvement

Summary of School and Student Performance

Plus

- The school has met its AMO goal, Participation goal, and Graduation Rate goal for the past two years and their overall score increased by 6.5 points since last year.
- The school exceeded the Delivery targets for both College and Career Readiness and Graduation Rate.
- End-of-Course Assessment results indicated that the percentage of students scoring at the proficient/distinguished level in U.S. History showed an increase from the previous year.

Delta

- End-of-Course Assessment results from 2012-13 to 2013-14 indicated a decrease in scores in the following areas: English II, Algebra II, Biology, Writing, and Language Mechanics.
- The End-of-Course data reveals that Algebra II reflected the greatest decline, decreasing by 24.5 points in the percentage of students scoring at the proficient/distinguished level since the 2011-12 school year.
- On the 2013-14 PLAN Assessment, all areas showed a decline from the previous year.
- On the 2013-14 ACT Assessment, all areas showed a decline from the previous year.
- For the 2013-14 school year, the school did not meet the Proficiency and Gap Delivery targets, except in the area of social studies.
- Program Review data reflects that all three Program Review areas received a “Needs Improvement” classification.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	70.5	10	60.3	26	78.2
3.1	11	70.5	11	50.6	51	86.6
3.1	13	60.3	17	41.2		
3.1	34	73.2	32	60.8		
3.2	21	70.2	17	41.2	16	75.9
3.2					22	69.9
3.3	12	68.7	10	60.3	17	68.4
3.3	13	60.3	16	58.8	18	71.4
3.3	22	75.5	17	41.2	19	75.9

			26	57.0		
3.4					3	89.9
3.4					11	85.2
3.4					12	71.8
3.4					13	71.1
3.5	14	60.9	5	59.1	8	91.6
3.5					24	86.5
3.5					25	78.9
3.6	19	82.7	9	68.3	20	81.2
3.6	21	70.2	18	64.3	21	66.9
3.6			20	61.0	22	69.9
3.7	14	60.9	5	60.1	8	91.6
3.7					30	73.7
3.7					31	83.5
3.8	9	69.4	13	52.3	15	83.8
3.8	15	63.9	21	44.8	34	58.7
3.8	16	53.4			35	74.4
3.8	17	68.7				
3.8	35	68.8				
3.9	20	76.1	14	57.2	28	88.0
3.10			22	58.3	9	90.1
3.10					21	66.9
3.10					23	61.7
3.11					32	85.7
3.11					33	79.0
3.12	13	60.3	1	71.4	27	82.0
3.12	23	74.9	17	41.2	29	72.9

Summary of Stakeholder Feedback

Plus

- 82.7% of parent stakeholders agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.”

- 71.4% of student stakeholders agree/strongly agree with the statement, “In my school, programs and services are available to help me succeed.”
- 91.6% of staff stakeholders agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- Staff stakeholder averages were the highest overall.

Delta

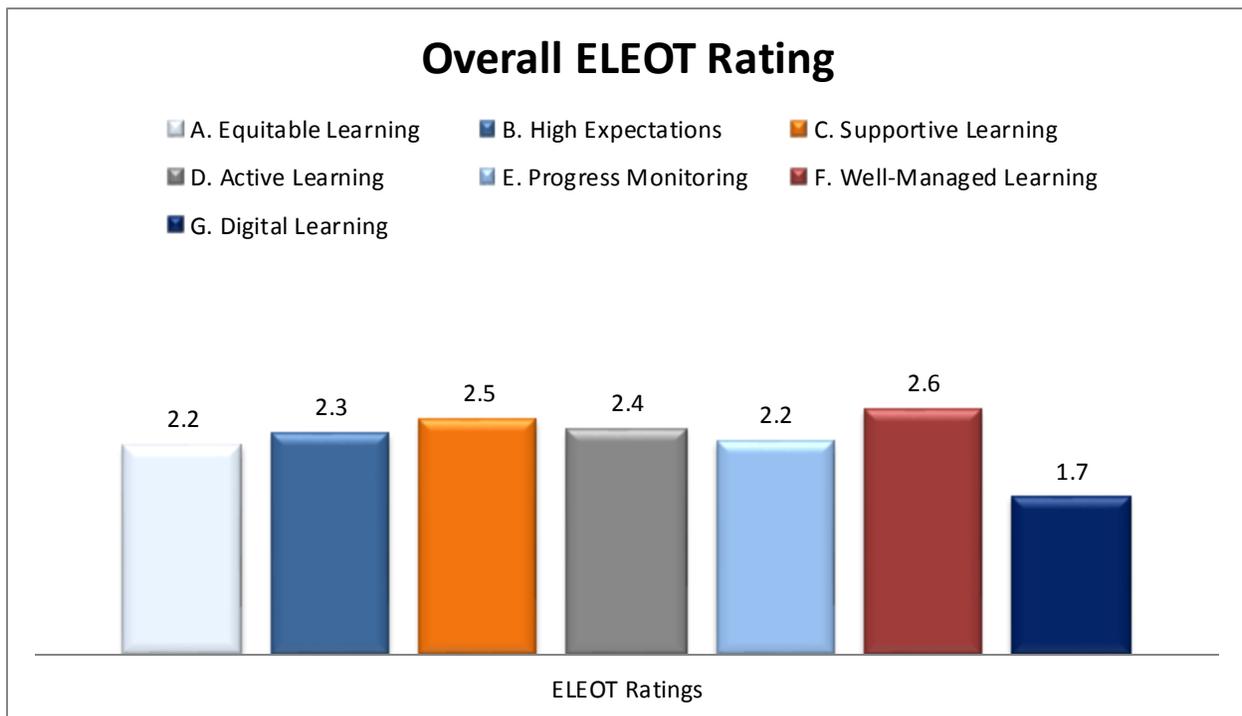
- Students were the highest participating stakeholder group, but reported the lowest overall rates of agreement.
- 41.2% of student stakeholders agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 44.8% of student stakeholders agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- 53.4% of parent stakeholders agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”

Effective Learning Environments Observation Tool (eleot™) Results

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 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 External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 42 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

- Data from eleot™ Learning Environment descriptor A.2, “Has equal access to classroom discussions, activities, resources, technology, and support,” received a score of 2.9.

Delta

- Data from eleot™ Learning Environment descriptor A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” received a score of 1.9.
- Data from eleot™ learning environment descriptor A.4, “Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” received a score of 1.4.

High Expectations Environment

Plus

- N/A

Delta

- Data from eleot™ Learning Environment descriptor B.3, “Is provided exemplars of high quality work,” received a score of 2.0.

Supportive Learning Environment

Plus

- Data from eleot™ Learning Environment descriptor C.4, “Is provided support and assistance to understand content and accomplish tasks,” received a score of 2.7.

Delta

- Data from eleot™ Learning Environment descriptor C.5, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” received a score of 2.1.

Active Learning Environment

Plus

- Data from eleot™ Learning Environment descriptor D.1, “Has several opportunities to engage in discussions with teacher and other students,” received a score of 2.6.

Delta

- Data from eleot™ Learning Environment descriptor D.2, “Makes connections from content to real-life experiences,” received a score of 2.0.

Progress Monitoring and Feedback Environment

Plus

- N/A

Delta

- Data from eleot™ Learning Environment descriptor E.4, “Understands how his/her work is assessed,” received a score of 2.0.

Well Managed Learning Environment

Plus

- Data from eleot™ Learning Environment descriptor F.1, “Speaks and interacts respectfully with teacher(s) and peers,” received a score of 2.8.
- Data from eleot™ Learning Environment descriptor F.2, “Follows classroom rules and works well with others,” received a score of 2.8.

Delta

- N/A

Digital Learning Environment

Plus

- N/A

Delta

- Data from eleot™ Learning Environment descriptor G.1, “Uses digital tools/technology to gather, evaluate, and/or use information for learning, received a score of 1.8.
- Data from eleot™ Learning Environment descriptor G.2, “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” received a score of 1.7.
- Data from eleot™ Learning Environment descriptor G.3, “Uses digital tools/technology to communicate and work collaboratively for learning,” received a score of 1.4.

FINDINGS OF THE INTERNAL REVIEW TEAM

POWERFUL PRACTICE

Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.

Evidence and Rationale

Stakeholder interviews, document and artifact review

- 88.0% of staff member stakeholders agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”
- 76.1% of parent stakeholders agree/strongly agree with the statement, “My child has at least one advocate in the school.”
- Students who were interviewed reported there are multiple adults in the building with whom they feel comfortable sharing problems or seeking out for assistance.
- Students who were interviewed reported they know the teachers and principals at the school care about them.
- The student handbook is a resource that teachers, students and school leadership indicated guides the work of preparing students to be college- and/or career-ready upon completion of high school.
- Southern Advisory Time (SAT) was spotlighted by students as a time to receive personalized assistance with scheduling and planning for life beyond high school. Students felt participating in SAT groups gave them a “voice” and an opportunity to be heard by school leadership.
- Each junior level student will meet one-on-one with an administrator to set goals for the ACT and to develop a plan to meet those goals.

IMPROVEMENT PRIORITY

Indicator: 3.1

Action statement:

Design, implement, and monitor strategies that will ensure a culture of high expectations for all students. Develop classroom protocols by which all teachers engage students in high-level integrated instructional strategies that ensure achievement of learning expectations. Protocols

should include personalized instructional strategies to address individual learning needs of students and promote a culture of high expectations for all students. Revise the system of intervention to provide focused, intentional intervention to students in need of remediation. Consider implementing a system of intervention into the regular school day to compensate for external barriers that prevent students from participating in Extended School Day services.

Supporting Evidence:

Student Performance Data

- While percentile rank has improved and career readiness performance leads the district, achievement scores in nearly all academic areas decreased.
- Gap targets were not met in any academic area, with the exception of social studies.

Classroom Observation Data

- Data from eleot™ Learning Environment descriptor A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” received a score of 1.9.
- Data from eleot™ Learning Environment descriptor B.3, “Is provided exemplars of high quality work,” received a score of 2.0.
- Data from eleot™ Learning Environment descriptor E.1, “Is asked and/or quizzed about individual progress/learning,” received a score of 2.2.
- Data from eleot™ Learning Environment descriptor E.4, “Understands how his/her work is assessed,” received a score of 2.0.

Stakeholder interviews, document and artifact review

- Interviews with various stakeholder groups indicate a need for focused intervention for incoming freshmen who enter high school far below grade level in both math and literacy with continued support throughout all grades.
- 50.6% of student stakeholders agree/strongly agree with the statement, “My school prepares me to deal with issues I may face in the future.”
- 41.2% of student stakeholders agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 60.3% of parent stakeholders agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

Attachments:

- 1) Leadership Assessment Addendum

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

Improvement Priority 1: (1.3) Ensure that the continuous improvement process is implemented with fidelity and documented improvement in student achievement and instruction is available and communicated to stakeholders.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

The school has developed a comprehensive instructional system that ensures all stakeholders (administrators, faculty, students, parents) are involved in their respective processes as well as updated as to the progress of processes and products.

Fidelity is improving. The final piece of the EOCs (End-of-Course) is moving in the right direction. All stakeholders are aware of the urgency and have disaggregated the data from our achievement scores. SMART (Specific, Measurable, Attainable, Relevant, Timebound) goals have been produced. Stakeholders are now involved with producing the Quarterly Report so that data is discussed. We have a communication plan in place.

School/District comments:

A notable strength is a school-wide focus on data evidenced by PLC (professional learning community) meetings and protocols, Gold Day (PD—professional development) work, and the agendas and minutes of faculty meetings. Our process starts with PLC groups analyzing their data, creating and implementing interventions as necessary. PLC groups report to the administrative team who offer instructional guidance and work to break down barriers where necessary. Finally, our SLT (School Leadership Team) shares concerns and successes across PLCs for a truly collaborative effort. Each PLC is driven by SMART goals specific to their content. Our school profile indicates the tremendous strides that the school has made in the last two years in graduating students that are college-and/or career-ready. College-ready benchmarks have been achieved by an increasing number of students and we led the Jefferson County district in career-ready students last year.

Our next step in the continuous improvement cycle is a focus on improving EOC scores as evidenced by data analysis work by the SLT. While we feel we have initiated appropriate steps to ensure a focus on increased student achievement, we know there is additional work to be done. We must pay attention to reducing our novice rates across the board. At Southern, “It’s what we do.”

Parents have re-engaged in our work at the school. We have had at least four parents complete the Governors Commonwealth Institute for Parent Leadership. Through their involvement in this institute we initiated student-led conferences this year. Through OneCall and personal phone calls, we held 238 face to face conferences on our conference day, as well as 51 walk-in conferences and another 45 phone conferences. Our parents were instrumental in helping to make our conference day such a success.

We also have undertaken our own campaign to feature the academic accomplishments of our school and our students. We have produced posters, newsletters, and updated our website to include news about our students and our program accomplishments including the District 180 Newsletter from KDE (Kentucky Department of Education). We have increased our visibility in all social media outlets, as well.

Team evidence:

- PLC agendas and minutes
- Documentation of professional development and growth activities, student-led conferences, communication matrix, student notebooks (scorecard), ILP (Individual Learning Plan), parent accessibility to IC (Infinite Campus) portal and teacher cohort groups.

Team comments:

The school has established many structures to ensure implementation of the instructional program. Only 31 members of the original staff still remain, so induction of new staff members to instructional practices and training has taken time to implement. While PLC protocols have been implemented in all PLC groups, use of the protocols is not standard in all groups. Leadership feels that consistent implementation of PLC protocols and use of data to inform instruction is a next step at the school.

While CCR (College and Career Readiness) is a strength for the school, other academic areas faltered this past year. The school has implemented EOC labs for students who are struggling in EOC content areas. Extended School Day services are also available for students to receive additional assistance in all academic areas.

The school has made a valiant effort to fully communicate with all stakeholder groups, and while most communication is one-way, that is not due to lack of opportunity to communicate fully with the school. Most stakeholders felt the school is a welcoming place and that school leadership does a good job of sharing information with students and families.

*See Improvement Priority 4, as Improvement Priority 1 and Improvement Priority 4 are connected.

Improvement Priority 2: (2.2) Develop advisory council procedures that will support the council members in hosting effective and impactful meetings. The advisory council should suggest policy and procedures as necessary to strengthen both the work of the council and the overall improvement of student achievement within the school.

School/District	Team	
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		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

In 2010 as a result of the original leadership diagnostic, the school council was dissolved. Initially there was confusion at the district level over exactly what to do with regard to an advisory council so the school established the School Leadership Team (SLT). The newest manifestation of our advisory council is now in the process of looking at past policies (many haven't been updated since 2007). The council will also write new policies for restroom use, cellphones, PBIS (Positive Behavioral Interventions and Supports), career path, and SAT during the 2014-15 school year.

As a part of our communication plan, agendas and minutes are sent out electronically through the OneCall feature to faculty and parents.

School/District comments:

According to 703 KAR 5:260 Section 3 (7) "Pursuant to KRS 160.346(8), the authority of the school council shall be restored if the school is not classified as persistently low-achieving for two (2) consecutive years." Therefore, when the school exits priority status, the council will remain in advisory status for two years following the notification of exit. Kentucky Department of Education SBDM (School-Based Decision Making) consultants are currently working with the ERD (Educational Recovery Director) in the Central Region and JCPS (Jefferson County Public Schools) to schedule trainings for the advisory councils to begin in spring 2015 as to the requirements of advisory councils to regain their full authority. One aspect of that work will be to review every policy and both update, if required, and officially adopt the policy so that once the full authority of the council is reinstated, all policies and procedures will be fully functional.

Team evidence:

- Advisory council minutes and agendas
- Principal interview
- Policy manual
- Advisory council interviews

Team comments:

Steps are being taken to train advisory council members as to their role in the school. Since some policies have not been updated since 2007, requesting outside assistance from Kentucky Department of Education SBDM consultants is a step in the right direction in getting this work completed. The plan for revising and updating policies and training council members needs to be fully implemented and completed before SBDM authority is restored.

Improvement Priority 3: (2.5) Establish a comprehensive communication system to ensure productive alignment of all improvement initiatives within the school community.

School/District	Team	
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		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- There is a communication process established.
- OneCall is used to inform parents/guardians.
- Share information at any public gathering- OBPA (Okolona Business Professionals Association).

School/District comments:

Within the building we have initiated the practice of sharing all agendas and minutes with faculty electronically, including all walkthrough data and subsequent recommendations. Additionally, once the administrative team analyzes the data, the information is presented at faculty meetings and then is used to drive professional learning in the building (e.g., lesson study or faculty retreat topics). Students and teachers have formed a strong, collaborative relationship through the use of the student handbook. This handbook complements our mission and vision work and also allows us to engage our students in ownership of their own work. Through our weekly advisory work with our students (Southern Advisory Time—SAT), teachers plan and deliver lessons and spend time developing non-academic centered relationships with the students during SAT time. Our students have also taken an active role in sharing the improvement process at our school through the student-led conferences.

The school regularly engages families through technology outreach (social media), letters home, school events (orientation, parent-teacher conferences, open houses), as well as parent group support including the PTA, and a Concerned Active Parent (CAP) group.

Team evidence:

- Communication matrix
- Evidence of communication with stakeholder groups
- Positive showcasing of students (Southern Success Night, student-led conferences, positive public relations articles)
- Survey data

Team comments:

Leadership has established a culture of transparent communication within the school, sharing walkthrough data and administrative team analysis of data.

Again, while leadership at the school has made a great effort to communicate with stakeholder groups, two-way communication is still not accessed by families and the community. Student-led conferences, creating a PTSA and showcasing positives has increased parent involvement in the school, but more opportunities need to be created to receive feedback and responses from outside the school. Students noted that the principal's e-mail messages are an effective way to share information with families even

though he may not always receive a response to those messages.

Improvement Priority 4: (3.1) Develop strategies that will ensure the use of effective instructional practices in all classes and provide all students with equitable and challenging learning experiences that lead to success at the next level.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Fundamental Five
- Learning walks
- Framing lesson
- Domain 2C (Managing classroom procedures/Domain 3C (Engaging students in learning))
- Lesson review at faculty meeting- student engagement
- Literacy meetings with English lead

School/District comments:

We struggle, as do our colleagues in this county, with teacher turnover in a priority school. Of the original 80 staff members at the beginning of the 2010-11 school year, only 31 remain on staff. That creates issues of sustainability in terms of professional development and continuous improvement of faculty skill. We have addressed that issue through the development of our teacher cohort. Teachers new to the school are engaged in meaningful, directed, professional learning in a cohort setting. This support has proven invaluable to them as individuals as well as to the school in that they are able to collect relevant data, analyze that data together, and examine chosen instructional practices thus determining the impact of those practices on student achievement. We have grown as a school in this area tremendously in the past two years. We support this work through our PLC work, as well. This is another area of tremendous growth for us over the past two years. We feel the work is focused and making a difference in overall achievement, but as will always be the case in an educational setting, there is room for continued growth.

Most teachers implement the school's instructional processes in support of student learning but teachers are not autonomous and use strategies individualized to personalities and curriculums. Leadership has developed professional learnings around "The Fundamental Five" by Cain and Laird to improve instructional practices throughout the school. Successful teachers also lead staff in activities during professional development and staff meetings. Many teachers are implementing instructional strategies from the Strategic Teachers and the Tools for Promoting Active In-Depth Learning.

Team evidence:

- Calendar of coaching visits, log of ESD hours attended by students, lesson plans, career fair, career pathways, master schedule, common assessments, project-based lessons, Ford Partnership, PLC agendas and minutes, documentation of professional development and growth activities, student-led conferences, communication matrix, student notebooks (scorecard), ILP, parent accessibility to IC portal and teacher cohort groups.

Team comments:

The school has established many structures to ensure implementation of the instructional program. Only 31 members of the original staff still remain, so induction of new staff members to instructional practices and training has taken time to implement. While PLC protocols have been implemented in all PLC groups, use of the protocols is not standard in all groups. Leadership feels that consistent implementation of PLC protocols and use of data to inform instruction is a next step at the school.

While CCR is a strength for the school, other academic areas faltered this past year. The school has implemented EOC labs for students who are struggling in EOC content areas. Extended School Day services are also available for students to receive additional assistance in all academic areas.

The principal interview, student interviews and classroom visits showed inconsistent expectations for student performance across the building. A lack of rigorous instruction and low expectations communicated by some teachers was evident.

Improvement Priority 5: (3.4) Revise the system of instructional program monitoring to include a clearly defined schedule of classroom visits, specific feedback to individual teachers, and regular collection and analysis of aggregate walkthrough data.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Reporting form/feedback form for five weekly walkthroughs
- Moving a teacher out of the classroom to release APs (assistant principals) to be more intentional with progress monitoring of instructional practices and feedback
- Outside teams providing support and insight into the instructional system at the school through the use of eleot™ document for observation and feedback
- Continual collection, examination, analysis, and sharing of recommendations with faculty in a timely fashion aimed at positively impacting instructional practice and ultimately gains in student achievement

School/District comments:

School leadership now regularly monitors instruction on a weekly basis through a

protocol of a minimum of five instructional walkthroughs per administrator each week. Our team ensures that the teachers in the building are 1) employing instructional practices aligned with the school's values and beliefs about teaching and learning; 2) teaching the approved curriculum; 3) directly engaged with all students in the oversight of their learning; 4) using content-specific standards of professional practice. At the end of any given week there are 65 walkthroughs completed with analysis scheduled for the following administrative meetings. The data drives the discussion at the administrative meeting as to the professional learning needs of the faculty and how best to meet those needs (PLC work, teacher cohort support, individual coaching and mentoring). The information is shared with faculty during faculty meetings and drives the professional development opportunities at the school. Further, any critical observations revealing necessary support for a struggling teacher are immediately addressed in a one-on-one setting with the teacher.

The school has participated for two years in the KLA (Kentucky Leadership Academy) PGES (Professional Growth and Effectiveness System) work and is hosting the KLA meetings this school year. Protocols and practices from those trainings are embedded as appropriate. All administrators are up to date on TPGES (Teacher Professional Growth and Effectiveness System) and are working with teachers to meet the requirements of TPGES aiming at full implementation for the 2015-16 school year.

Team evidence:

- Calendar of coaching visits, lesson plans, PLC protocols (agendas and minutes required), walkthrough data, administrative team meeting minutes, administrative team analysis of walkthrough data, documentation of professional development and growth activities, and teacher cohort groups

Team comments:

Three years ago, the school implemented a teacher cohort training with a three-year plan to train teachers to be teacher leaders and to disseminate effective instructional practices throughout all PLC groups. With the exception of two teachers, all of the teachers trained through this initiative have been retained at the school.

Classroom observation data indicated an effort to incorporate cooperative groups and interactive stations into classroom instruction, not always with success. Classroom management, lack of protocols for cooperative groups and disorganization were noted issues leading to lessons not being fully successful.

Improvement Priority 6:(4.7) Create policies and procedures that ensure the school provides a coordinated approach to scheduling and closely monitors class progression to ensure increased student success and readiness for the next level.

School/District	Team	
X	X	This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.

		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Lack cards
- Scheduling talks
- Review schedules
- Students tracking courses on student notebook
- Process for student to change major

School/District comments:

Student partnership in their own success has been a building block for the school for the previous two years. The advisory program at the school (SAT) has helped to create an environment whereby students both know and understand requirements and course progression sequences not only for each grade progression, but also for each career pathway. The school operates as a “High School Plus” school in that we want all students to graduate with a high school degree PLUS an industry certification, dual credit coursework, etc. Our work in this area has been featured at regional and national SREB (Southern Regional Education Board) conferences and “Making School Matter” is a hallmark of our work.

Every student is known well by at least one adult through the advisory program, but the pathway programs also allow students to be known well by at least one other adult. Career planning includes ILP completion at each grade level. We also rely on district-provided supports such as the student page on the district website aimed at increasing student and parent knowledge of the career magnets.

Our Student Handbook provides a year by year overview of requirements for student progression to graduation (as specified by JCPS) and also allows for students to explore and, when necessary, alter their career pathway course. We took this improvement priority seriously when redesigning the advisory program and the Student Handbook knowing the success of our students should be priority one for us.

Team evidence:

- Master schedule
- Southern Advisory Time (SAT)
- Student notebooks (score cards)
- Career pathways
- Protocols for maintaining completion of career pathways
- Goal-setting with students
- ILPs

Team comments:

When students enter the school as freshmen, they “plan” their high school career in their student handbooks. This handbook is utilized during Wednesday’s Southern Advisory Time (SAT) to set goals, update data and schedule classes for the upcoming school year. Students keep track of their data (EPAS benchmarks, awards, progression requirements) in this handbook. Students remain with their SAT teacher for two years at

9th and 10th then switch to a new teacher for 11th and 12th grade.

Students are required to select a pathway as they enter 10th grade. Protocols are in place requiring students to meet specified criteria to switch pathways.

Improvement Priority 7:(5.3) Design and implement an ongoing individualized professional growth program for teachers and support staff related to the evaluation, interpretation, and use of data.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Goal Clarity coach leading PLC facilitators through a process of analyzing data. PLC facilitator to take back to PLC. PLC work is in different phases throughout the building.
- Teacher cohort, new teacher meetings

School/District comments:

The Goal Clarity Coach has designed a PD (professional development) schedule using the fourth Tuesday of every month to work with our PLC facilitators. Many of these meetings are solely for the disaggregation of data so that the facilitator can then train their PLC. One of the greatest strengths evident at the school is the processes and protocols in place for PLCs to collect, analyze, and apply learning from multiple data sources (formative, summative, standardized) at weekly PLC meetings. Each PLC takes minutes using a standardized protocol for PLC meetings that is organized around the four questions to drive a PLC. Within PLC meetings, discussion about data is aligned with checkpoints for student achievement in the area of standards being assessed during each grading period and for the EOC exams. Administrators are assigned to each PLC for the purpose of monitoring, support, and extension of the learning for teachers. The administrative team and the Goal Clarity Coach track the data analysis by PLC teams and assess the use of data analysis. Administrators have also been trained in the use of the dashboard (JCPS data base) to monitor student progress. This allows for progress monitoring of school goals across the content areas by the administrative team.

The comprehensive nature of our system for PLC work will be more evident to the Progress Monitoring Team through the examination of artifacts for Standard Three as the two are inextricably linked.

Team evidence:

- PLC minutes
- Walkthrough data

- Administrative analysis of walkthrough data

Team comments: Professional development is provided based on analysis of walkthrough data, teacher Professional Growth Plans and needs identified in PLC groups. The Goal Clarity Coach designs and provides professional development to PLC facilitators so they may disseminate the learning to their PLC groups.

Improvement Priority 8: (5.4) Document student and school performance results that indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans (e.g., 30/60/90 plans).

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Junior SAT one-on-one goal meetings for ACT
- CCR lists
- Name and claim (math, English and reading, also career readiness)
- PLAN data given to 9th and 10th grade teachers to discuss and disaggregate

School/District comments:

Again, our PLC protocols drive this work. Our district (JCPS) prefers we use the DIPP (Deep Implementation Planning Protocol) rather than a PDSA (Plan-Do-Study-Act) and we also have moved from 30/60/90 day plans (per the district). We do, however, internally plan and monitor in shorter time increments but do not necessarily call them 30/60/90 day plans. We use our Quarterly Report as a means to monitor progress and provide regular feedback on the data questions. The planning and protocols of our PLCs focus the work in weekly increments and the administrative team looks at weekly and monthly work.

We are engaged in a system of continuous instructional improvement which is, again, best evidenced through the artifacts housed in Standard 3.

Team evidence:

- PLC agendas and meeting minutes
- SAT plans
- Goal Clarity Coach trainings

Team comments:

The school leads the district in career readiness and the school showcases this accomplishment. The school has established protocols for PLC groups, although not all are functioning at the same level. The Goal Clarity Coach provides training on data disaggregation to all PLC facilitators for use in PLC groups. While the school uses the Quarterly Report to monitor progress a more formal process for short term monitoring is encouraged (30/60/90 day planning or something similar).

Improvement Priority 9:(5.4) Facilitate the development of policies and procedures that clearly define and describe the process for analyzing student and school performance data.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Work of Goal Clarity Coach with PLC facilitators
- Administrative and SLT discuss data/ progress
- Communication structure allows for all stakeholders to be included

School/District comments:

Again, our PLC protocols drive this work. Our district (JCPS) prefers we use the DIPP (Deep Implementation Planning Protocol) rather than a PDSA and we also have moved from 30/60/90 day plans (per the district). We do, however, internally plan and monitor in shorter time increments but do not necessarily call them 30/60/90 day plans. We use our quarterly report as a means to monitor progress and provide regular feedback on the data questions. The planning and protocols of our PLCs focus the work in weekly increments and the administrative team looks at weekly and monthly work.

We are engaged in a system of continuous instructional improvement which are, again, best evidenced through the artifacts housed in Standard 3.

Team evidence:

- PLC agendas and meeting minutes
- Goal Clarity Coach trainings
- School Report Card Data
- Stakeholder interviews

Team comments:

While protocols exist and are being utilized to review and analyze data, there seems to be a disconnect in some classrooms as to how that data should impact instructional change to better meet the needs of students who are struggling to master standards. There was a decline in nearly all academic areas (with the exception of social studies) which suggests a need for formative and classroom data to be utilized more effectively to impact instructional practice.

Improvement Priority 10:(5.5) Devise a system of communication to allow school leaders to monitor information about student learning and the achievement of school improvement goals and regularly present results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- A communication structure is in place
- Minutes are shared with staff
- Walkthrough information shared as well both by e-mail and at faculty meetings
- OneCall is utilized to get info to parents/guardians
- PTSA also has a newsletter
- Information shared through the District 180 newsletter published by KDE

School/District comments:

Within the building we have initiated the practice of sharing all agendas and minutes with faculty electronically, including all walkthrough data and subsequent recommendations. Additionally, once the administrative team analyzes the data, the information is presented at faculty meetings and then is used to drive professional learning in the building (lesson study, faculty retreat topics, etc.).

The school regularly engages families through technology outreach (social media), letters home, school events (orientation, parent-teacher conferences, open houses), as well as parent group support including the PTA, and a Concerned Active Parent (CAP) group.

Team evidence:

- Modes of Communication matrix
- Stakeholder interviews
- Administrative team correspondence with staff
- PTSA newsletter

Team comments:

Leadership at the school has made a great effort to communicate with stakeholder groups. Two-way communication is still not utilized by families and the community. Student-led conferences, creating a PTSA and showcasing positives has increased parent involvement in the school, but more opportunities need to be created to receive feedback and responses from outside the school. Students noted that the principal's e-mail messages are an effective way to share information with families even though he may not always receive a response to those messages.

Leadership has established a culture of transparent communication within the school, sharing walkthrough data and administrative team analysis of data.

