

# Report of the Diagnostic Review Team for The Academy @ Shawnee

4001 Herman Street  
Louisville  
KY 40212  
US

**Venita Benboe**  
Principal

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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 Academy @ Shawnee hosted a Diagnostic Review on February 16 - February 19, 2016. Prior to the start of the Diagnostic Review, the Lead Evaluator and Associate Lead Evaluator communicated via email and phone with the principal. The purpose of the communication was to review logistics and expectations associated with the Diagnostic Review process, coordinate the development of the stakeholder interview and classroom observation schedules and the coordination and sharing of the school's supporting evidence made accessible to the Diagnostic Team.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through e-mails to complete the initial intensive study, review, and analysis of various documents provided by the school. The Lead Evaluator and the Co-Lead Evaluator conducted conference calls with the key leaders of the institution. School leaders planned and conducted the Internal Review thoughtfully and with transparency. The comprehensive Internal Review was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school's Self Assessment and other diagnostics were well organized and easily accessed by the Diagnostic Review Team members.

The on-site review involved a five member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing a written report of their findings. During the on-site visit, The Diagnostic Review Team conducted interviews with leadership personnel, teachers, parents, and students. The Team also conducted classroom observations using the eleot™ classroom observation tool. The Team met for several hours on the evenings of February 16, February 17 and February 18 to discuss supporting evidence, review interview data, discuss eleot™ findings and rate each of the AdvancED Standards and Indicators to identify Improvement Priorities.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of The Academy @ Shawnee for the warm welcome and professionalism demonstrated throughout the on-site visit. The willingness of administrators, faculty, staff, parents and students to respond to team member questions and provide supporting documentation greatly contributed to the quality of the Diagnostic Review process.

During the Diagnostic Review visit, a total of 92 stakeholders were interviewed and 19 classrooms were observed. The Diagnostic Review Team found administrators, faculty, staff, parents and students to be honest and transparent in responding to questions regarding the school's efforts to improve student performance.

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	8
Instructional Staff	22
Support Staff	11
Students	43
Parents/Community/Business Leaders	8
<b>Total</b>	<b>92</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	Description	Review Team 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.	1.20
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.	1.20
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.80
3.6	Teachers implement the school's instructional process in support of student learning.	1.20
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.	1.80

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.	1.40
3.11	All staff members participate in a continuous program of professional learning.	1.40
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.60

## 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.	1.80
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.	1.80
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.60
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.	1.80
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.	1.40

## Student Performance Diagnostic

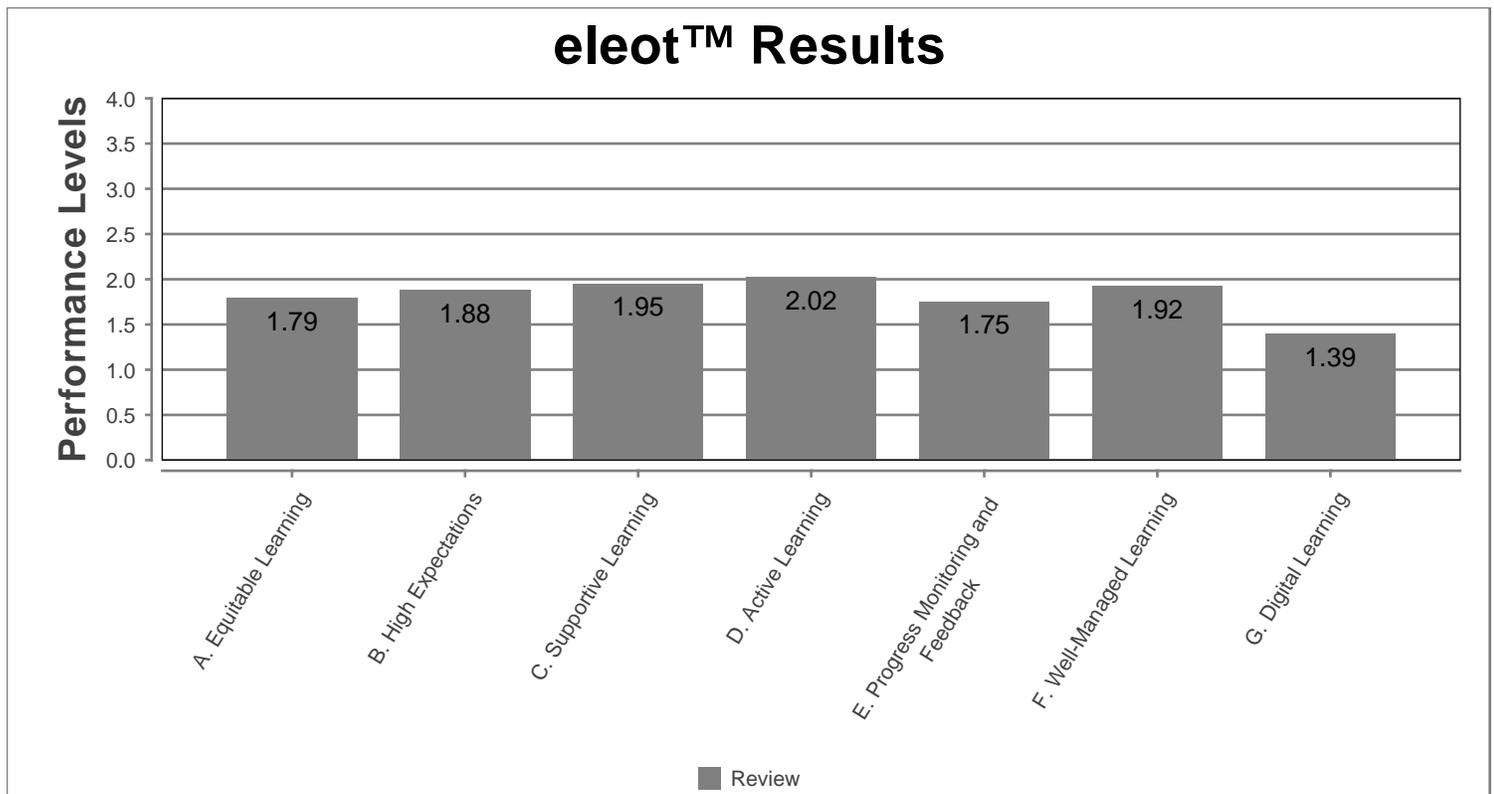
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	3.00
Test Administration	3.00
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 19 classroom observations using the eleot™ classroom observation tool, which included all core content classes. The overall eleot™ ratings ranged from 1.39 to 2.02 on a four-point scale. The highest rated was the Active Learning Environment and the lowest rated was the Digital Learning Environment. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. Instances in which students were exposed to differentiated learning opportunities, high expectations or rigorous course work

occurred infrequently. The Team found very few instances in which students were provided differentiated learning tasks and ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. Varied instructional practices were limited, and minimal opportunities existed for students to understand how schoolwork connects to the realities of their lives. Also apparent was a lack of student understanding about how work would be assessed, frequent formative assessments for learning, and exemplars of high quality work.

Of concern to the Team were the following learning conditions, which were detected infrequently or inconsistently: 1) well-managed environments through consistently enforced, school-wide positive behavioral and intervention supports, 2) differentiated instruction that met the needs of all students, 3) exemplars and available technologies as instructional tools and 4) authentic student engagement.

The Equitable Learning Environment received an overall rating of 1.79 on a four-point scale. It was evident/very evident in 26 percent of the classrooms that students had "equal access to classroom discussions, activities, resources, technology, and support" (A2) and knew that "rules and consequences are fair, clear, and consistently applied" (A3). A leverage point for improvement may be increasing opportunities for students to learn about their own and others' backgrounds/cultures/differences (A4) through classroom content. This item was observed in 11 percent of classrooms. Observers detected few opportunities for students to discuss their perspectives, share life experiences or reflect with others on their own cultures and differences. Additionally, the Team noted the lack of student access to "differentiated learning opportunities and activities that meet his/her needs," (A1) which was evident/very evident in five percent of classrooms. Most teachers used direct instruction as their primary form of classroom instruction, and students generally listened, took notes and completed seat work. Providing opportunities for student learning to occur through the use of varied instructional approaches, including individualized learning, appear to be a significant leverage point for improvement in student performance.

The High Expectations Learning Environment received an overall rating of 1.88 on a four-point scale, suggesting a need for staff to further examine, define and implement classroom strategies requiring rigor and high expectations. It was evident/very evident in 27 percent of classrooms that students knew and strived "to meet the high expectations established by the teacher" (B1). Instances of students being "provided exemplars of high quality work" (B3) were not very evident/evident in any classroom. Despite a school-wide emphasis on building instructional practices focusing on increased rigor, instances of students "engaged in rigorous coursework, discussions, and/or tasks" (B4) were evident/very evident in 16 percent of classrooms.

The Supportive Learning Environment received an overall rating of 1.95 on a four-point scale. The highest observed condition in this Learning Environment was students receiving "support and assistance to understand content and accomplish tasks," (C4) which was evident/very evident in 32 percent of classrooms. It was evident/very evident in five percent of classrooms that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5). Instruction was generally whole group and teacher centered (e.g., lecture). A more consistent use of varied learning activities, including providing students with small group or individual instruction, could have significant positive impact on student performance and success.

The Active Learning Environment received an overall rating of 2.02 on a four-point scale. It was evident/very evident in 32 percent of classrooms that students made "connections from content to real-life experiences" (D2). It was evident/very evident in 27 percent of classrooms that students were "actively engaged in the learning activities" (D3). It was evident/very evident in 11 percent of classrooms that students had "several opportunities to engage in discussions with teacher and other students," (D1) which suggested a heavy reliance on teacher-centered instruction as the norm across the school. These results suggest that student engagement and active learning could represent instructional practices that could have a significant impact on student achievement.

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.75 on a four-point scale. Instances where students were "asked and/or quizzed about individual progress/learning" (E1), responded to "teacher feedback to improve understanding" (E2), demonstrated or verbalized "understanding of the lesson/content" (E3) and had "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in 16 percent of classrooms. These components are closely associated with formative assessment practices. Frequent opportunities for students to express their depth of understanding about content and skills typically provides information as to the effectiveness of instructional activities and helps guide future lesson planning. Instances in which students understood how their work was assessed (E4) were evident/very evident in 11 percent of classrooms, suggesting that observers infrequently detected the effective use of or observed students being provided information about grading and evaluating student work. Providing opportunities for teachers to share strategies and best practices about the use of formative assessments, rubrics and exemplars could be a leverage point, which could impact student performance.

The Well-Managed Learning Environment received an overall rating of 1.92 on a four-point scale. In 42 percent of classrooms, observers noted that students spoke and interacted "respectfully with teacher(s) and peers" (F1). It was evident/very evident in 26 percent of classrooms that students "follows classroom rules and works well others" (F2) and "knows classroom routines, behavioral expectations and consequences" (F5). It was evident/very evident in 16 percent of classrooms that students "transition smoothly and efficiently to activities" (F3) and "collaborate with other students during student-centered activities" (F4). Team Members noted inconsistencies in the use of positive behavioral supports; and in some instances, significant losses in instructional time due to student hall pass use and interruptions caused by student behavior.

The Digital Learning Environment received the lowest overall rating of the seven environments with a rating of 1.39 on a four-point scale. It was evident/very evident in five percent of classrooms students used "digital tools/technology to communicate and work collaboratively for learning" (G3). It was evident/very evident in 16 percent of classrooms students used "digital tools/technology to gather, evaluate, and/or use information for learning" (G1). It was evident/very evident in 11 percent of classrooms students used "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2). This suggests that technology is not being maximized to authentically engage students in their learning.

## eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.32	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	5.26%	21.05%	73.68%
2.	2.21	Has equal access to classroom discussions, activities, resources, technology, and support	5.26%	21.05%	63.16%	10.53%
3.	2.00	Knows that rules and consequences are fair, clear, and consistently applied	5.26%	21.05%	42.11%	31.58%
4.	1.63	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	5.26%	5.26%	36.84%	52.63%
<b>Overall rating on a 4 point scale: 1.79</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.11	Knows and strives to meet the high expectations established by the teacher	10.53%	15.79%	47.37%	26.32%
2.	2.11	Is tasked with activities and learning that are challenging but attainable	10.53%	15.79%	47.37%	26.32%
3.	1.21	Is provided exemplars of high quality work	0.00%	0.00%	21.05%	78.95%
4.	1.95	Is engaged in rigorous coursework, discussions, and/or tasks	10.53%	5.26%	52.63%	31.58%
5.	2.05	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	10.53%	15.79%	42.11%	31.58%
<b>Overall rating on a 4 point scale: 1.88</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.	2.05	Demonstrates or expresses that learning experiences are positive	5.26%	21.05%	47.37%	26.32%
2.	2.05	Demonstrates positive attitude about the classroom and learning	5.26%	21.05%	47.37%	26.32%
3.	2.05	Takes risks in learning (without fear of negative feedback)	5.26%	21.05%	47.37%	26.32%
4.	2.00	Is provided support and assistance to understand content and accomplish tasks	5.26%	26.32%	31.58%	36.84%
5.	1.58	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	5.26%	0.00%	42.11%	52.63%
<b>Overall rating on a 4 point scale: 1.95</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	1.84	Has several opportunities to engage in discussions with teacher and other students	10.53%	0.00%	52.63%	36.84%
2.	2.00	Makes connections from content to real-life experiences	0.00%	31.58%	36.84%	31.58%
3.	2.21	Is actively engaged in the learning activities	15.79%	10.53%	52.63%	21.05%
<b>Overall rating on a 4 point scale: 2.02</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.	1.89	Is asked and/or quizzed about individual progress/learning	5.26%	10.53%	52.63%	31.58%
2.	1.63	Responds to teacher feedback to improve understanding	5.26%	10.53%	26.32%	57.89%
3.	2.11	Demonstrates or verbalizes understanding of the lesson/content	5.26%	10.53%	73.68%	10.53%
4.	1.58	Understands how her/his work is assessed	0.00%	10.53%	36.84%	52.63%
5.	1.53	Has opportunities to revise/improve work based on feedback	0.00%	15.79%	21.05%	63.16%
<b>Overall rating on a 4 point scale: 1.75</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.	2.32	Speaks and interacts respectfully with teacher(s) and peers	10.53%	31.58%	36.84%	21.05%
2.	2.16	Follows classroom rules and works well with others	5.26%	21.05%	57.89%	15.79%
3.	1.58	Transitions smoothly and efficiently to activities	0.00%	15.79%	26.32%	57.89%
4.	1.47	Collaborates with other students during student-centered activities	0.00%	15.79%	15.79%	68.42%
5.	2.05	Knows classroom routines, behavioral expectations and consequences	5.26%	21.05%	47.37%	26.32%
<b>Overall rating on a 4 point scale: 1.92</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.63	Uses digital tools/technology to gather, evaluate, and/or use information for learning	5.26%	10.53%	26.32%	57.89%
2.	1.32	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	5.26%	5.26%	5.26%	84.21%
3.	1.21	Uses digital tools/technology to communicate and work collaboratively for learning	5.26%	0.00%	5.26%	89.47%
<b>Overall rating on a 4 point scale: 1.39</b>						

## Findings

### Improvement Priority

Clearly define and implement a schoolwide “instructional process” to ensure that teachers 1) clearly inform students of learning expectations and standards of performance, 2) use exemplars of high quality work to further communicate learning/high expectations, 3) use formative assessment practices to inform ongoing modification of instruction, 4) provide students with specific and immediate feedback about next steps in their learning and 5) implement effective and adequate interventions based on data.

(Indicator 3.6)

#### Primary Indicator

Indicator 3.6

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments to this report, suggested that instructional processes have not been established to support student learning and improve levels of student success. In the core subject areas, achievement decreased from 38 percent proficient/distinguished in 2014 to 33 percent scoring proficient/distinguished in 2015. In addition, student performance was significantly below state averages. The 2015 assessment results demonstrated that 14 percent of students performed at the proficient or distinguished levels in English while 78 percent of students performed at the novice level. Additionally, 17 percent of students performed at the proficient or distinguished levels in U.S. History while 70 percent of students performed at the novice level. Furthermore, 62 percent of students failed to meet any benchmarks on the Council on Postsecondary Education (CPE) college readiness benchmark assessment.

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**Classroom Observation Data:**

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested the school did not have a consistent practice within the “instructional process” to check for levels of student understanding. Students in 16 percent of classrooms were “asked and/or quizzed about individual progress/learning.” Additionally, 16 percent of students were asked to “demonstrate understanding of the lesson/content. Instances of students being “provided exemplars of high quality work” (B3) was not evident/very evident in any classroom.

**Stakeholder Survey Data:**

Stakeholder feedback indicated 66 percent of students agreed/strongly agreed that “My school gives me multiple assessments to check my understanding of what was taught.” Sixty-three percent of students agreed/strongly agreed that “All of my teachers explain their expectations for learning and behavior so I can be successful.” Fifty-seven percent of students agreed/strongly agreed with the statement, “All of my teachers provide me with information about my learning and grades.” Survey data revealed that 68 percent of staff members agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Sixty-four percent of staff members agreed/strongly agreed, “All teachers in our school provide students with specific and timely feedback about their learning.”

**Stakeholder Interviews Documents and Artifacts:**

Interview data revealed that teachers generally did not implement an instructional process that informed students of learning expectations and standards of performance. Exemplars were rarely provided to guide and inform student work. Interview data also indicated that school leaders seldom provided feedback to teachers about instructional strategies (e.g., student engagement). In addition, teachers shared that professional learning community meetings have focused less on the instructional process this school year. Student interview data also indicated that teachers rarely modify or personalize instruction based on student needs.

Review of principal expectations, course syllabi, a PowerPoint presentation about questioning strategies, meeting agendas and minutes, protocols, assessment results and walkthrough data revealed that research-based, high-yield instructional strategies (e.g., differentiated student learning tasks, student-centered technology) have been inconsistently implemented, suggesting an opportunity to leverage these practices to improve student achievement.

**Improvement Priority**

Develop a formal system whereby school leaders consistently monitor behavioral expectations and instructional practices beyond the formal evaluation process through shared school values and beliefs about teaching and learning. Guarantee that continuous support for teachers is systematically provided through collaboration, modeling, coaching, schoolwide professional learning and consistent feedback.

(Indicator 3.4)

Primary Indicator

## Indicator 3.4

Evidence and Rationale

## Student Performance Data:

Student performance data, as detailed in the attachments of this report, did not demonstrate that school leaders consistently monitor behavioral expectations and instructional practices beyond the formal evaluation process.

The Academy @ Shawnee met its Annual Measurable Objective goal for two consecutive years; however, the overall score ranks at the 16th percentile level for Kentucky schools. Additionally, the school failed to meet its graduation rate goals. The percentage of students who met benchmarks on ACT remained well below state averages. The percentage of students scoring proficient and or distinguished on End of Course exams also were well below the state average.

## Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed that the Well-Managed Learning Environment received an overall rating of 1.92 on a four point scale. It was evident/very evident in 26 percent of classrooms that students “Know classroom routines, behavioral expectations and consequences,” “Follow classroom rules and work well with others” and “Know that rules and consequences are fair, clear and consistently applied,” suggesting the schoolwide process for interventions and consequences have been ineffective. It was evident/very evident in only five percent of classrooms that students “have differentiated learning opportunities and activities that meet her/his needs,” which shows that instructional practices are not effectively monitored and supported, thereby reducing the school’s ability to provide an effective learning environment that promotes student success.

## Stakeholder Survey Data:

Stakeholder survey data suggested that school leaders have not effectively monitored or consistently supported the behavioral expectations and instructional practices of teachers to ensure student success.

Survey data, for example, indicated that 53 percent of staff members agreed/strongly agreed that “our school's leaders ensure all staff members use supervisory feedback to improve student learning.” Moreover, 53 percent of staff members agreed/strongly agreed that “our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.” Survey data also revealed that 47 percent of staff members agreed/strongly agreed that “Our school's purpose statement is based on shared values and beliefs that guide decision-making,” suggesting a lack of ownership in the existing values of the school.

## Stakeholder Interviews:

Interview data revealed the Positive Behavior Intervention Supports (PBIS) team meets on a regular basis to disseminate survey and behavioral data. Interview data, however, showed a lack of individual feedback to teachers to help them improve their professional practices related to behavioral expectations or instructional strategies. Interview data revealed that this feedback typically has had little impact on student behaviors or learning. These findings aligned to survey data that showed only 53 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." The extent to which school leaders examined these data to monitor professional practices was unclear based on interview data and a review of professional learning community (PLC) documentation. While administrators were assigned to monitor PLCs and participate in walkthroughs, the Team found little evidence of an embedded process that required administrator feedback and support. Interview data suggested that teachers were not required to progress monitor (e.g., develop next steps, create timelines, assign persons responsible, define specific outcomes) to determine the effectiveness of their instructional practices. Staff members could not articulate a common interpretation of the school vision and beliefs. Likewise, survey data also supported these findings as evidence by 47 percent of staff members agreed/strongly agreed that "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

#### Review of Documents and Artifacts:

A review of documents and artifacts identified a PLC meeting schedule; however, PLCs did not meet regularly. The Team reviewed a PLC observation tool, the PBIS newsletter and the student handbook; however, school leaders used these tools primarily in isolation rather than fusing these structures together to create new norms to support a comprehensive, systematic monitoring and support system for behavior expectations and instructional practices. The Team found minimum evidence that showed that school leaders provided continuous support (e.g., collaboration, modeling, coaching, schoolwide professional learning) to improve the behavioral expectations and instructional practices of all teachers.

### **Improvement Priority**

Develop an instructional process to engage students in their learning through strategies (e.g., collaboration, self-reflection, critical thinking skills) that ensure achievement of learning expectations. Teachers should personalize student learning tasks and interventions to address the academic needs of each student.

(Indicator 3.3)

#### Primary Indicator

Indicator 3.3

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in an attachment of this report, suggested that while the school met its Annual Measurable Objective for the previous two years, it did not meet the graduation rate goal in 2014-2015. Over a three year period of English End of Course assessments, students scoring proficient and distinguished

declined 9.6 percent. The number of students scoring proficient and distinguished declined in English II, Biology, U.S. History, and writing from 2013-2014 to 2014-2015. Scores in all content areas were significantly below state averages of students scoring proficient and distinguished on End of Course assessments. The percentage of students meeting benchmark in English was 35 percent below the state average. The percentage of students meeting benchmark in reading was 25 percent below the state average. The percentage of students meeting benchmark in math and science was more than 16 percent below state averages. The school met its proficiency goal in math and its gap delivery targets for the percentage of students scoring proficient and distinguished. Scores in reading, science, social studies and writing fell short of meeting the proficiency and gap delivery targets.

#### Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested the school does not consistently implement high-yield instructional strategies across content areas and grade levels. Observers noted in 17 percent of classrooms that it was evident/very evident that students were engaged in rigorous coursework, discussions and/or tasks. Similarly in only 5 percent of classrooms was it evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs, and in only 11 percent of classrooms was it evident/very evident that students had several opportunities to engage in discussions with the teacher and other students. Observation data also revealed that in only 26 percent of classrooms was it evident/very evident that students were actively engaged in the learning activities. Teachers rarely used student-centered digital tools. Observers, for example, indicated that in only 11 percent of classrooms that it was evident/very evident that students used digital tools/technology to conduct research, solve problems and/or create original works for learning, and it was evident/very evident in only 5 percent of the classrooms that students used digital tools/technology to communicate and work collaboratively for learning.

#### Stakeholder Survey Data:

Survey data indicated that 62 percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences." Data also revealed that 58 percent of students agreed/strongly agreed 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." Survey data showed that 56 percent of students agreed/strongly agreed with the statement, "In my school, computers are up-to-date and used by teachers to help me learn." Less than half, 42 percent, of students agreed/strongly agreed that "All of my teachers change their teaching to meet my learning needs."

Survey data revealed that 64 percent of staff members agreed/strongly agreed that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." While 60 percent of staff members agreed/strongly agreed that "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills," 40 percent of staff members could not confirm that these high yield instructional strategies were used. Finally, 66 percent of staff members agreed/strongly agreed that "All teachers in our school use a variety of technologies

as instructional resources.”

#### Stakeholder Interviews:

Interview data revealed that most teachers were uncomfortable using differentiated instructional practices in their classroom. Most teachers expressed that student behavior looms as a barrier to engaging students in the learning process. Similarly, students concurred that unaddressed student disruptions impeded their learning. Student interview data also suggested that teachers did not consistently modify or personalize instruction based on student needs.

# 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.	1.80
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.	1.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.40

## 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.	1.80
2.2	The governing body operates responsibly and functions effectively.	2.00
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.	1.80
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.80
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	4.00
Stakeholder Feedback Results and Analysis	3.00

## Findings

### Improvement Priority

Develop, implement, and monitor a school-wide system that clearly defines behavioral guidelines and establishes a culture anchored in high academic expectations. Ensure professional practices (e.g., routines, rituals, supervision, communication, collaboration) are consistently implemented by all administrators, teachers and staff.

(Indicator 1.2)

#### Primary Indicator

Indicator 1.2

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested that student performance was significantly below state averages in the areas of English (78 percent novice, compared to the state average of 34 percent), Algebra (36 percent novice as compared to the state average of 23 percent), Biology (44 percent novice as compared to the state average of 20 percent) and U.S. History (70 percent novice as compared to the state average of 27 percent). In addition, student performance was significantly below state averages in all areas (i.e., English, reading, math, science, social studies) of the 2015 ACT test. The percentage of students meeting benchmarks on the Kentucky Council on Postsecondary Education's (CPEs) College Readiness benchmarks were significantly below state averages in English (28 percent as compared to the state average of 55 percent), math (21 percent as compared to the state average of 38 percent), and reading (22 percent as compared to the state average of 47 percent).

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed that teachers inconsistently implemented classroom routines, expectations and consequences. The school

provided evidence that a Positive Behavior Intervention System (PBIS) team has been established; however, the Diagnostic Review Team could not verify that PBIS was fully functioning. Observers noted in 26 percent of the classrooms that it was evident/very evident that students knew “classroom routines, behavioral expectations, and consequences”.

Classroom observation data revealed that it was evident/very evident in 26 percent of the classrooms that students were “actively engaged in the learning activities.” In addition, in 26 percent of classrooms it was evident/very evident that students “know and strive to meet high expectations established by the teacher and “were tasked with activities that are challenging but attainable” Finally, observers noted that it was evident/very evident in only five percent of classrooms that teachers provided additional feedback and instruction “at the appropriate level of challenge for students’ needs.”

#### Stakeholder Survey Data:

Stakeholder survey data indicated 47 percent of staff agreed/strongly agreed that the school’s purpose is based on shared values and beliefs that guide decision making. Sixty-three percent of students agreed/strongly agreed that teachers explained expectations and behavior so they can be successful, suggesting that the level of behavior expectations and academic challenge was not consistent across all classrooms. Furthermore, 42 percent of students agreed/disagreed that their school was safe and clean and provided a healthy place for learning, suggesting that over half of the students could not confirm these important conditions at their school.

The 2015 TELL survey data regarding the management of student conduct showed a decline in the number of students who adhere to the code of conduct of the school from 2013 to 2015 The 2013 TELL survey data, for example, indicated that 58 percent of students followed the rules of conduct, while the 2015 TELL survey data revealed that 26 percent of students followed the rules of conduct. Data indicated 29 percent of school administrators consistently enforced rules for student conduct. Finally, the 2015 TELL survey data revealed that half of the students understood expectations for conduct.

#### Stakeholder Interviews:

Interview data revealed that some teachers perceived negative student behavior and inconsistent consequences and lack of principal visibility as contributors to the high rate of staff turnover. Student interview data supported concerns regarding unaddressed disruptive behavior and the lack of principal visibility. Students also shared that negative student behavior impeded their daily learning. Students overwhelmingly communicated their desire for a more robust and consistently implemented student behavior management system.

Interview data also indicated a lack of regular communication that came from school leaders. Staff members expressed that an absence of ongoing communication contributed to the lack of improvement in teaching and learning. Parents and community members shared that their only communication regarding school activities/initiatives came from the Parent/Teacher/Student Association (PTSA) publications. Interview data

further showed that the majority of students were unaware of their grades. Student interview data revealed that students perceived that some teachers were unwilling to help them. Students and parents expressed alarm of possible negative consequences related to the high rate of staff turnover and were concerned over the potential loss of supportive teachers.

#### Review of Documents and Artifacts:

A review of documents and artifacts revealed that the vision/mission of the school was revised in 2015; however, stakeholders were unable to articulate the overarching theme, beliefs, mission or goals for the school. Evidence and artifacts (e.g., comprehensive school improvement plan, hall banners, school correspondence, media) revealed that the revised vision/mission has not been adequately or consistently communicated or used to guide improvements in teaching and learning. The Team found no evidence to support that academic and behavioral expectations were embedded into the overarching culture of the school.

## 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.	1.40
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	1.80
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	1.80
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.	1.60
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

The 2014 Diagnostic Review Report identified six Improvement Priorities and rated each of the respective indicators at a Level 1. The six Improvement Priorities for the school in 2014, were 2.2 (process to foster capacity of the School Based Decision Making Advisory Council), 3.1 (challenging and comprehensive curriculum), 3.2 (collaborative processes to align, monitor and adjust curriculum based on multiple data sources), 3.4 (improvement of instructional practices), 3.6 (instructional process in support of student learning) and 5.5 (leadership monitors and communicates comprehensive information about student learning with stakeholders).

In response to the 2014 Improvement Priorities, school leadership implemented several initiatives, including the following: 1) working with the Advisory Council to establish by-laws and first reads of policies in accordance with district and state guidelines, 2) assigning administrators to attend PLC meetings and 3) scheduling PLC time in common planning periods and 4) providing after-school programs.

The Academy @ Shawnee has a friendly, nurturing and caring community of adults to support students. The school has developed partnerships with outside agencies to meet the emotional, physical and social needs of students (e.g., Ford NGL (Next Generation Learning), Challenger, UPS (United Postal Service), Project Lead the Way, University of Louisville). These partnerships have provided opportunities for students to have mentoring (i.e., 3:1 Mentoring) and counseling (i.e., Cardinal Success Program) services available on-site during and after the school day. Plans for the development of an on-site health clinic have been articulated and will be provided to students in the near future.

A focus on developing a college mindset with students was evident. The Goal Clarity Coach and College Access Resource Teacher work closely with staff members and students to promote college placement assessments. Students are encouraged and reinforced through individual coaching, goal setting and positive displays (e.g., good luck reminders on lockers, photos displayed with college acceptance letters). Stakeholder interviews revealed that students are beginning to verbalize excitement about taking assessments to self-monitor progress.

To continue growth toward proficiency, the school must improve its ability to systematically evaluate the effectiveness of its many improvement initiatives. School staff members need coaching and mentoring to maximize their understanding of and efficacy at implementing instructional practices with fidelity and consistency. Specifically, classroom teachers need additional support in the areas of differentiating instruction, using exemplars to promote student understanding of "high quality work" and creating a culture and climate conducive to learning. Continual vacancies within the school faculty create challenging conditions for staff and students. Therefore, to provide consistent conditions for learning, the school leaders and staff members need to embrace and consistently implement systematic processes for ensuring a safe and orderly environment, monitoring instruction, evaluating programs, coaching, mentoring, and supporting all staff members and becoming more adept at providing and participating in opportunities to share and build on the strengths of the current staff.

Stakeholder interviews suggested that the principal has not fully developed interpersonal relationships with students and staff members. Students, staff and parents indicated that when concerns are expressed, they often believed that they had not been heard by school leaders. Moreover, based on interviews, the Team found that the principal did not have the trust and support of parents, teachers and students.

District leadership has assigned a mentor to work with the principal. The Team concluded that the mentor and district leaders should work closely with the principal and administrative team to focus on sustainable systems that build a culture of shared commitments, values and beliefs about teaching and learning, consistent expectations and clear lines of two-way communication. The Team noted the importance of developing a climate and culture supportive of students and staff members to provide a foundation on which to improve initiatives related to teaching and learning. In addition, the Team concluded that district leaders should provide continuous, intentional, strategic support and on-site monitoring of the principal to identify areas in need of professional growth. In addition, the principal should participate in professional learning opportunities (e.g., National Institute for School Leadership, coaching, Kentucky Principal Institute).

## 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:

- Clearly define and implement a schoolwide “instructional process” to ensure that teachers 1) clearly inform students of learning expectations and standards of performance, 2) use exemplars of high quality work to further communicate learning/high expectations, 3) use formative assessment practices to inform ongoing modification of instruction, 4) provide students with specific and immediate feedback about next steps in their learning and 5) implement effective and adequate interventions based on data.
- Develop a formal system whereby school leaders consistently monitor behavioral expectations and instructional practices beyond the formal evaluation process through shared school values and beliefs about teaching and learning. Guarantee that continuous support for teachers is systematically provided through collaboration, modeling, coaching, schoolwide professional learning and consistent feedback.
- Develop an instructional process to engage students in their learning through strategies (e.g., collaboration, self-reflection, critical thinking skills) that ensure achievement of learning expectations. Teachers should personalize student learning tasks and interventions to address the academic needs of each student.
- Develop, implement, and monitor a school-wide system that clearly defines behavioral guidelines and establishes a culture anchored in high academic expectations. Ensure professional practices (e.g., routines, rituals, supervision, communication, collaboration) are consistently implemented by all administrators, teachers and staff.

# Addenda

## Team Roster

Member	Brief Biography
Dr. Maria D. Sells	Dr. Maria Sells is currently the Director of Education Improvement for the AdvancED Innovation Division. Dr. Sells' experiences include central office and building level administrator roles in elementary, middle, and high schools spanning both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education.
Mr. Kevin Darrell Gay	Kevin Gay moved into the role of Educational Recovery Leader in July of 2014. He currently is serving in that capacity at Breathitt County High School. Previously, Mr. Gay served as principal at Leslie County High School. Before his arrival there in 2009, LCHS had been identified as a persistently low achieving (PLA) school. By January of 2013, under his leadership, Leslie County High was the first school in Kentucky to exit PLA status. Mr. Gay began his educational career as a social studies teacher and head football coach at Leslie County Middle School. His years of experience included principal at Hayes Lewis Elementary and Big Creek Elementary. Mr. Gay earned his Rank I in Supervision with certification for superintendent, supervisor of instruction, and director of pupil personnel from Eastern Kentucky University. He received his Master degree in educational leadership and his Bachelor of Science in History. He is affiliated with KDE School Turnaround Training, Kentucky Leadership Academy, and Kentucky Association of School Administrators.
Mrs. Kem Johnson Cothran	Kem J. Cothran currently works at Murray State University, in the College of Education and Human Services as the coordinator of the Teacher Quality Institute. Mrs. Cothran serves on the Kentucky Middle School Association Board and a principal mentor to low performing middle schools as part of a i3 Federal Government grant between Kentucky and Michigan. She taught middle school for sixteen years before serving as both an elementary and middle school principal as well as a Secondary Supervisor of Instruction.
Mrs. Alison Marie Gregory	Mrs. Gregory has been an educator for 15 years. She earned her Bachelors Degree in Education and Master of Arts in Secondary Guidance. Her Rank I is in Administrative Instructional Leadership and she has an endorsement in gifted and talented education. Mrs. Gregory has served as a high school teacher, Curriculum, Instruction, Assessment/Gifted and Talented Coordinator, assistant principal at both the high school and middle school levels, and currently serves as an elementary principal in Graves County, Kentucky.
Tony Watts	Tony Watts entered the education field in 2000 after working for 7 years in the Restaurant business. Tony earned his teaching certificate and masters degree through the MAT program at Northern Kentucky University. Tony continued his education and earned a masters in leadership, supervisor of instruction certification, and superintendent certification. Tony has worked in diverse districts during his tenure. He was an English teacher and Dean of Discipline at Holmes Middle School. He was an assistant principal at Conner High School and became the principal at Newport High School. Tony led Newport High School out of PLA status. Tony is currently an Educational Recovery Leader at Dayton High School.

## About AdvancED

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

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

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

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## Attachments

The following attachments have been included in this report.

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

## Student Performance Data Analysis

### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	56.1	57.1	59.0	Yes	Yes	No
2013-2014	48.2	49.2	56.1	Yes	Yes	Yes

### Plus

- Met AMO goal in 2013-14 and 2014-15
- Overall Score increased 11 points in two years

### Delta

- Did not meet graduation rate goal in 2014-15
- Overall score ranks at the 16<sup>th</sup> percentile in Kentucky

II. Use the School Report Cards (SRC) from 2013, 2014 and 2015 to fill in the percentages of students at the school who scored at the proficient/distinguished (P/D) levels in the chart below. (Data are from KPREP and KPREP EOC scores, found on the Assessment tab in the SRC.) Percentages at the state level are provided. Then analyze data to craft 1-2 pluses and 1-2 deltas about student performance at the school.

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

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	29	55.8	28.5	55.4	19.4	56.7
Algebra II	6.5	36.0	16.0	37.9	22.9	38.1
Biology	16.3	36.3	19.7	39.8	19.2	39.6
U.S. History	12.5	51.3	23.0	58.0	15.5	56.8
Writing	28.1	48.2	25.3	43.3	23.7	50.0
Language Mech.	21.3	51.4	18.7	49.9	24.2	51.6

### Plus

- Students increased Proficient and/or Distinguished scores in Algebra II from 2012-13 to 2014-15 by 16 percent

Delta

- Over a three year period of English II End of Course assessments, students scoring P/D declined 9.6 percent. The percent of students scoring P/D on English II EOC assessments fell to 19.4 percent which is 37.3 percent below state average.
- The percent of students scoring P/D on US History EOC assessments was 15.5 percent which is 41.3 percent below state average.
- All content areas were significantly below state average in relation to students scoring P/D on EOC assessments.

III. Use the School Report Cards (SRC) from 2013, 2014 and 2015 to fill in the percentages of students meeting benchmarks on PLAN at the school in the chart below. (Data are found on the Assessment tab in the SRC.) State-level percentages are provided. Then analyze data to craft 1-2 pluses and deltas about student performance at the school.

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

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	37.1	67.8	43.3	66.2	27.3	62.3
Math	6.3	25.8	7.5	25.6	11.5	27.9
Reading	11.9	43.2	17.5	48.0	18.7	43.7
Science	3.5	21.2	6.7	19.5	5.8	21.9

Plus

- The percent of students meeting benchmark in math increased by 5.2 percent (from 6.3 percent in 2012-13 to 11.5 percent in 2014-15.)
- The percentage of students meeting benchmark in reading increased from 11.9 in 2012 to 18.7 in 2014

Delta

- The percent of students meeting benchmark in English was 35 percent below state average.
- The percent of students meeting benchmark in reading was 25 percent below state average.
- The percent of students meeting benchmark in math and science was more than 16 percent below state average.

IV. Use the School Report Cards (SRC) from 2013, 2014 and 2015 to fill in the percentages of students meeting benchmarks on the ACT from students at the school. (Data are found on the Assessment tab in the SRC.) State-level percentages are provided. Then analyze data to craft 1-2 pluses and deltas about student performance at the school.

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

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	21.1	53.1	23.1	55.9	28.0	55.3
Math	13.3	39.6	15.7	43.5	21.5	38.1
Reading	16.7	44.2	13.2	47.1	22.6	47.4

Plus

- Over a three year period, the number of students meeting benchmarks in math gained 8.2 percent; English scores increased 7 percent; and reading scores showed a 5 percent increase.

Delta

- The percent of students meeting benchmark in all three areas remained well below the state average. Math scores were 16.6 percent below, reading scores were 24.8 percent below, and English scores were 27.3 percent below state average.

V. Use the School Report Card from 2014-2015 to fill in the Proficiency/Gap and CCR/Graduation Delivery target information in the two charts below. (To locate this information, go to the Delivery Targets tab in the SRC, then click the Proficiency/Gap tab, the CCR tab, and the Graduation Rate tab. On the Proficiency/Gap tab, to find the Gap Delivery target, click the “High School—All Students” link on the left of the chart, then scroll down to find the Non-duplicated Gap Group). Analyze data in the charts to craft 1-2 pluses and deltas about student performance at the school.

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

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	26.7	21.2	No	24.7	20.4	No
Reading	33.4	19.4	No	31.1	18.3	No

<b>Math</b>	20.1	22.9	Yes	18.3	22.4	Yes
<b>Science</b>	24.0	19.2	No	21.3	15.2	No
<b>Social Studies</b>	21.3	15.5	No	18.3	16.7	No
<b>Writing</b>	33.5	23.7	No	31.6	20.1	No

Plus

- Math data met the Proficiency delivery target for percentage of students scoring Proficient and or Distinguished.
- Math data met the Gap delivery target for percentage of students scoring Proficient and or Distinguished.

Delta

- All areas, except math, failed to meet delivery targets for all categories.
- Reading failed to meet the proficiency delivery target by 14 percent and the Gap delivery target failed by 12.8 percent.
- Writing failed to meet both the Proficiency and Gap delivery targets.

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

<b>Delivery Target Type</b>	<b>Delivery Target (School)</b>	<b>Actual Score (School)</b>	<b>Actual Score (State)</b>	<b>Met Target (Yes or No)</b>
<b>College and Career Readiness</b>	52	43.5	66.8	No
<b>Graduation Rate (for 4-year adjusted cohort)</b>	75.8	72.1	87.9	No
<b>Graduation Rate (for 5-year adjusted cohort)</b>	75.7	72.5	88.9	No

Plus

- No pluses were noted in this section

Delta

- College and Career readiness lag 23.3 percent behind state average.
- The five year adjusted cohort graduation rate was 16.4 percent behind the state average.

VI. In the next section you will be analyzing Program Review data, which can be found on the School Report Card. Details about scoring Program Reviews are below:

- Each of the 3 Program Reviews (Arts and Humanities, Writing, and Practical Living/Career Studies) is comprised of 4 standards (Curriculum/Instruction, Formative/Summative Assessment, Professional Development, and Administrative /Leadership Support)
- For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 (0 – Non-Existent, 1 – Needs Improvement, 2 – Proficient, and 3 – Distinguished)
- For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review
- Below 8 is Needs Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished

Fill in the chart with the scores for each standard and then analyze the data to craft 1-2 pluses and deltas about program review scores at the school.

Program Reviews 2014-2015						
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	1.82	2.00	1.33	1.80	7.0	Needs Improvement
Practical Living	2.23	2.67	2.33	1.92	9.2	Proficient
Writing	2.61	2.38	1.67	2.00	8.7	Proficient
World Language and Global Competency*	2.07	1.27	1.00	1.23	5.6	Needs Improvement

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

Plus

- The Practical Living program area received the highest total score of 9.2 points with a proficient classification.
- The writing program area received the second highest score of 8.7 points.

Delta

- Arts and Humanities and World Languages received the lowest possible points and were classified as Needs Improvement.

Writing scores from the school report card were not indicative of the types of points received on the Program Review.

## Stakeholder Feedback Plus/Delta

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

### Teaching and Learning Impact

#### Parents:

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

1. 82% agreed with the statement, "My child is prepared for success in the next school year."
2. 82% agreed with the statement, "My child has up-to-date computers and other technology to learn."

Delta:

#### Students:

Plus:

Delta:

1. 45% agreed with the statement, "My school shares information about school success with my family and community members."
2. 42% agreed with the statement, "All of my teachers change their teaching to meet my learning needs."

#### Staff:

Plus:

1. 78% agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
2. 77% agreed 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."

Delta:

1. 51% agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
2. 47% agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

### Leadership Capacity

#### Parents:

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

1. 83% agreed with the statement, "Our school's purpose statement is clearly focused on student success."

2. 81% agreed with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress."

Delta:

**Students:**

Plus:

Delta:

1. 45% agreed with the statement, "My school shares information about school success with my family and community members."
2. 42% agreed with the statement, "All of my teachers change their teaching to meet my learning needs."

**Staff:**

Plus:

1. 78% agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
2. 76% agreed with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."

Delta:

1. 47% agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
2. 39% agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

## Resource Utilization

**Parents:**

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

1. 86% agreed with the statement, "Our school ensures that the facilities support student learning."
2. 84% agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."

Delta:

**Students:**

Plus:

Delta:

1. 57% agreed with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)."
2. 42% agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."

**Staff:**

Plus:

1. 79% agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."
2. 79% agreed with the statement, "Our school maintains facilities that contribute to a safe environment."

Delta:

1. 64% agreed with the statement, "Our school provides sufficient material resources to meet student needs."
2. 60% agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."

## 2015-16 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

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

### Improvement Priority 1

Indicator 2.2	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The governing body operates responsibly and functions effectively.	1	2	2.0

2.2 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Implement a process that will foster capacity of the SBDM Advisory Council to effectively lead and carry out its role when its authority is reinstated. This process should include an intentional plan for: 1) professional development based on the needs of all members regarding their roles and responsibilities as the governing body of The Academy @ Shawnee, 2) compliance with all policies, procedures, laws and regulations which would allow them to function as a cohesive unit to ensure effective system operations and student learning and 3) ensuring decisions are free of conflict and bias.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

#### School Evidence:

- Governing body minutes relating to training
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
- List of assigned staff for compliance
- Findings of internal and external reviews of compliance with laws, regulations, and policies
- Governing body policies on roles and responsibilities, conflict of interest

#### School Supporting Rationale:

The governing body ensures that its decisions and actions are in accordance with defined roles and

responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.

**Team Evidence:**

- Governing body minutes relating to training
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
- List of assigned staff for compliance
- Findings of internal and external reviews of compliance with laws, regulations, and policies
- Governing body policies on roles and responsibilities, conflict of interest

**Team Supporting Rationale:**

Documents and artifacts supported that the school has developed an Advisory Council. Meeting agenda and minutes of Advisory Council work included establishing school policies, school budget committee and staffing. Interviews and documents revealed that professional development based on the needs of all members regarding their roles and responsibilities as the governing body of The Academy @ Shawnee was provided. An interview with an Advisory Council member supported the evidence that the governing body is operating responsibly.

**Improvement Priority 2**

Indicator 3.1	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
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.	1	2	1.4

<b>3.1 Improvement Priority (2013-14)</b>	School Self- Rating	Team Rating
Devise, implement, and regularly monitor a comprehensive curriculum which includes challenging, individualized learning experiences and equitable opportunities in each course to ensure the development of learning skills, thinking skills, and life skills that leads to student success at the next level. Plan		

instruction to include challenging, engaging activities congruently aligned to standards which support individualized student achievement of expectations. Regularly monitor the quality and effectiveness of instruction, learning experiences and equitable opportunities to ensure student skill attainment and success at the next level.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

<p><b>School Evidence:</b></p> <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•AdvanceKentucky contracts</li> </ul>
<p><b>School Supporting Rationale:</b></p> <p>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><b>Team Evidence:</b></p> <ul style="list-style-type: none"> <li>• Self Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents provided by the school</li> <li>• Student and staff survey data</li> <li>• Stakeholder interview data</li> <li>• Classroom observation data</li> <li>• Master schedule</li> <li>• Performance data</li> </ul>
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**Team Supporting Rationale:**

Interview data and documentation reviews revealed that some processes have been established this year to support instruction such as Lunch and Learn, administrators assigned to PLCs and peer observations.

Student performance data suggested that student performance was significantly below the state average in the areas of English, Algebra, Biology, and U.S. History. In addition, student performance was significantly below state average in all content areas on the 2015 ACT test. The percent of students meeting the benchmark on the Kentucky Council on Postsecondary Education's College Readiness benchmarks was significantly below the state average in English, math, and reading.

Teacher interviews and documentation revealed that there is no system to adjust and monitor curriculum based on assessment results. Teacher interviews and observations revealed that even though PLCs met on a regular basis, there was a lack of structure and consistency within the meetings. In addition there was a lack of evidence that showed the existence of consistent monitoring, support or evaluation of instructional practices in classrooms addressing.

Classroom observation data indicated limited use of differentiated instruction or rigorous student learning tasks. In addition, survey data suggested that instructional practices to challenge or engage students were inconsistently implemented across the school. For example, 66 percent of staff indicated that they agreed/strongly agreed 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." Fifty-two percent of students agreed/strongly agreed with the statement, "My school prepares me for success in the next school year," and 42 percent agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Sixty-two percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."

**Improvement Priority 3**

<b>Indicator 3.2</b>	<b>2013-14 Team Rating</b>	<b>2015-16 School/District Self- Rating</b>	<b>2015-16 Team Rating</b>
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.	1	2	2.0

<b>3.2 Improvement Priority (2013-14)</b>  Develop, implement, and document collaborative processes that will be consistently and systematically used to horizontally and vertically align, monitor, and adjust curriculum based on multiple data sources. Ensure that these processes are yielding	<b>School Self- Rating</b>	<b>Team Rating</b>

assessments and instructional practices that are rigorous and congruent with curriculum standards. Evaluate processes for effectiveness in improving student achievement.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

**School Evidence:**

- Curriculum guides
- A description of the systematic review process for curriculum, instruction, and assessment
- Common assessments
- Curriculum writing process
- Products – scope and sequence, curriculum maps
- Lesson plans aligned to the curriculum
- PLC Coach tasks Goal Clarity Coach tasks

**School Supporting Rationale:**

School personnel monitor and adjust curriculum, instruction, and assessment to ensure for 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. 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.

**Team Evidence:**

- Self Assessment
- Executive Summary
- Artifacts and documents provided by the school
- Stakeholder interview Data
- Common assessment data
- Curriculum writing process
- Products – scope and sequence, curriculum maps

**Team Supporting Rationale:**

Stakeholder interviews and documentation revealed that teachers have been provided time to collaborate on curriculum and instruction based on student performance on summative assessments. In addition, updates on student progress on district assessments were shared with the Advisory Council,

Instructional Leadership Team, and Professional Learning Communities (PLCs). During PLCs and in informal collaborative times, the Team observed teachers discussing student performance and planning for instruction. However, the PLC process was in an emerging state and lacked structure (e.g., agenda, use of protocols, review of student work, monitoring).

### Improvement Priority 4

Indicator 3.4	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	2	1.0

3.4 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Develop and implement a formal, frequent and consistent instructional monitoring system that ensures teacher procedures and instructional practices 1) are aligned with school's values and beliefs about teaching and learning, 2) encompass the approved curriculum, 3) engage students in their own learning, and 4) use content specific standards of professional practice. Document and provide teachers with timely feedback and timelines for implementing improvement strategies to ensure student success.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

#### School Evidence:

- Curriculum maps
- Supervision and evaluation procedures
- Peer or mentoring opportunities and interactions
- Recognition of teachers with regard to these practices
- Examples of improvements to instructional practices resulting from the evaluation process
- Administrative classroom observation protocols and logs

#### School Supporting Rationale:

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.

Team Evidence:

- Artifacts and documents provided by the school
- Student and staff survey data
- Stakeholder interview data
- Classroom observation data
- Master schedule
- Performance data

Team Supporting Rationale:

Student performance failed to show that school leaders consistently monitored behavioral expectations and instructional practices beyond the formal evaluation process. Although the school met its Annual Measurable Objective goal for two consecutive years, the overall school ranked at the 16<sup>th</sup> percentile level when compared to Kentucky schools. The school failed to meet its graduation rate goals. The percentage of students who met benchmarks on ACT remained well below state averages. The percentage of students scoring proficient and or distinguished on End of Course exams also were well below the state average.

Classroom observation data revealed that in only 26 percent of the classrooms it was evident/very evident that students “know classroom routines, behavioral expectations and consequences, follow classroom rules and work well with others” and “know that rules and consequences are fair, clear and consistently applied,” suggesting the schoolwide process for logical interventions and consequences are ineffective. It was evident/very evident in just five percent of classrooms that students “have differentiated learning opportunities and activities that meet her/his needs,” which shows that instructional practices are not effectively monitored and supported, thereby reducing the school’s ability to provide an effective learning environment that promotes student success. Moreover, stakeholder survey data suggested that school leaders have not effectively monitored or consistently supported the behavioral expectations and instructional practices of teachers to ensure student success.

Survey data indicated that 53 percent of staff members agreed/strongly agreed that “our school's leaders ensure all staff members use supervisory feedback to improve student learning.” Moreover, 53 percent of staff members agreed/strongly agreed that “our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.” Survey data also revealed that 47 percent of staff members agreed/strongly agreed that “Our school's purpose statement is based on shared values and beliefs that guide decision-making,” suggesting a lack of ownership in the existing values of the school. Interview data revealed the Positive, Behavior, Intervention, Supports (PBIS) team has met regularly to disseminate survey and behavioral data.

Interview data, however, revealed a lack of individual feedback to teachers to help them improve their

professional practices related to behavioral expectations or instructional strategies. Interview data revealed that this feedback typically has had little impact on student behaviors or learning. These findings aligned to survey data that showed only 53 percent of staff members agreed/strongly agreed with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.” The extent to which school leaders examined these data to monitor professional practices was unclear based on interview data and a review of PLC documentation. While administrators were assigned to monitor PLCs and participate in walkthroughs, the Team found little evidence of the existence of an embedded process that requires administrator feedback and support. Interview data suggested that teachers were not required to progress monitor (e.g., develop next steps, create timelines, assign persons responsible, define specific outcomes) to determine the effectiveness of their instructional practices. Staff members could not articulate a common interpretation of the school vision and beliefs.

Survey data also supported these findings as evidenced by 47 percent of staff members who agreed/strongly agreed that “Our school's purpose statement is based on shared values and beliefs that guide decision-making.”

A review of documents and artifacts identified a PLC meeting schedule; however, PLCs did not meet regularly. The Team reviewed a PLC observation tool, the PBIS newsletter and the student handbook; however, the use of these tools failed to create a systematic monitoring and support system for behavior expectations and Instructional practices. Limited documentation existed to indicate that school leaders systematically provided teachers with continuous support (e.g., collaboration, modeling, coaching, schoolwide professional learning) to improve the behavioral expectations and instructional practices of all teachers.

### Improvement Priority 5

Indicator 3.6	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Teachers implement the school’s instructional process in support of student learning.	1	2	1.2

3.6 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Develop, implement, and monitor an instructional process that includes the use of exemplars to guide and inform students, use of multiple measures, including formative assessments to inform instructional decisions and next steps, and provide students with specific and immediate feedback about their learning.		

This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

<p><b>School Evidence:</b></p> <ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>
<p><b>School Supporting Rationale:</b></p> <p>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><b>Team Evidence:</b></p> <ul style="list-style-type: none"> <li>• Artifacts and documents provided by the school</li> <li>• Student and staff survey data</li> <li>• Stakeholder interview data</li> <li>• Classroom observation data</li> <li>• Performance data</li> </ul>
<p><b>Team Supporting Rationale:</b></p> <p><b>Supporting Evidence</b></p> <p>Student performance data, as detailed in an attachment to this report, suggested that instructional processes have not been established to support student learning and improve levels of student success. Achievement decreased in the core areas from 38 percent proficient/distinguished in 2014 to 33 percent scoring proficient/distinguished in 2015. In addition, student performance was significantly below state averages. The 2015 assessment results demonstrated that 14 percent of students performed at the proficient or distinguished levels in English while 78 percent of students performed at the novice level. Additionally, 17 percent of students performed at the proficient or distinguished levels in U.S. History while 70 percent of students performed at the novice level. Furthermore, 62 percent of students meet zero benchmarks on the Council on Postsecondary Education college readiness benchmark assessment.</p> <p>Classroom observation data suggested the school does not have a consistent practice within the “instructional process” to check for levels of student understanding. Students in 16 percent of classrooms were “asked and/or quizzed about individual progress/learning.” Additionally, 16 percent of</p>

students were asked to “demonstrate understanding of the lesson/content.” Teachers in zero percent of the classrooms “provided exemplars of high quality work” for students during instruction. Stakeholder feedback indicated 66 percent of students agreed/strongly agreed, “My school gives me multiple assessments to check my understanding of what was taught.” Sixty-three percent of students agreed/strongly agreed that “All of my teachers explain their expectations for learning and behavior so I can be successful.” Fifty-seven percent of students agreed/strongly agreed with the statement, “All of my teachers provide me with information about my learning and grades.” Survey data revealed that 68 percent of staff members agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Sixty-four percent of staff members agreed/strongly agreed, “All teachers in our school provide students with specific and timely feedback about their learning.”

**Stakeholder Interviews Documents and Artifacts:**

Interview data revealed that teachers generally were not aware of or use an instructional process that informs students of learning expectations and standards of performance. Exemplars were rarely provided to guide and inform students. Interview data also indicated that school leaders seldom provided teachers with feedback about instructional strategies (e.g., student engagement). In addition, teachers shared that professional learning community meetings have focused less on the instructional process this school year. Student interview data also indicated that teachers rarely modify or personalize instruction based on student needs.

Review of principal expectations, course syllabi, questioning strategies PowerPoint, meeting agendas and minutes, protocols, assessment results and walkthrough data revealed that research-based, high-yield instructional strategies (e.g., differentiated student learning tasks, student-centered technology) have been inconsistently implemented, suggesting an opportunity to leverage these practices to improve student achievement.

**Improvement Priority 6**

Indicator 5.5	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 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	1	2	1.2

5.5 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Utilize multiple informational sources about student learning, conditions that support the learning, and the achievement of school improvement goals. Follow this process with systematic and thorough communication to all stakeholders.		

This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p><b>School Evidence:</b></p> <ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>
<p><b>School Supporting Rationale:</b></p> <p>Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.</p>

<p><b>Team Evidence:</b></p> <ul style="list-style-type: none"> <li>• Artifacts and documents provided by the school</li> <li>• Stakeholder interviews</li> </ul>
<p><b>Team Supporting Rationale:</b></p> <p>Documents and stakeholder interviews revealed that some communication of student progress is taking place. Academic results are communicated with the Advisory Council, ILT, PLCs, departments, and parents. The school utilizes multiple means to communicate achievements with stakeholders (e.g., Twitter, Facebook, newsletters, personal letters to parents). However, most communications were about announcements and school activities and did not consistently communicate about student learning, conditions that support the learning, and the achievement of school improvement goals.</p>

## Diagnostic Review Team Schedule

### The Academy @ Shawnee

#### Tuesday, February 16, 2016

Time	Event	Where	Who
2:00 - 3:00 p.m.	Interview Director of Priority Schools and KDE Education Recovery Director	Hotel	Lead Evaluator
5:30 p.m. – 6:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Team Members
6:30 p.m. – 7:30 p.m.	Principal's Overview Presentation	Hotel Conference Room	Team Members & Principal
7:45 p.m. – 9:30 p.m.	Team Work Session #1 <ul style="list-style-type: none"> <li>• Review initial indicator ratings for all indicators</li> <li>• Review team schedule and individual team member responsibilities</li> <li>• Review classroom observations and interview schedule</li> <li>• Prepare questions for principal &amp; stakeholder interviews</li> </ul>	Hotel Conference Room	Team Members

#### Wednesday, February 17, 2016

Time	Event	Where	Who
6:55 a.m.	Team departs from hotel	Hotel	Team Members
7:20 a.m.	Team arrives at school	School Office	Team Members
7:20 a.m.– 7:40 a.m.	Team sets up in workroom	Team Workroom	Team Members
7:40 a.m. – 1:25 p.m.	Classroom Observations, Stakeholder Interviews	Team Workroom/Classrooms/Conference Room	Team Members
1:30 p.m. - 2:05 p.m.	Lunch /Stakeholder Interviews	Team Workroom/ Classrooms	Team Members
2:10-3:30 p.m.	Stakeholder Interviews	Team Workroom/Classrooms/Conference Room	Team Members
3:30- 5:00 p.m.	Team members return to hotel / dinner		Team Members
5:00-9:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> <li>• Review eleot™ observations &amp; results</li> <li>• Reflect on data, observations, and interviews</li> <li>• Review individual second ratings for indicators</li> <li>• Discuss, determine &amp; draft potential Improvement Priorities with supporting data</li> </ul>	Hotel Conference Room	Team Members

#### Thursday, February 18, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
7:25 a.m.	Team arrives at school	Team Workroom	Team Members

7:25 a.m. – 1:05 p.m.	Review of documents and artifacts Common area observations Stakeholder Interviews Classroom Observations	Team Workroom, Classrooms & Conference Room	Team Members
1:05 p.m. – 1:30 p.m.	Lunch & Team Debrief	Team Workroom	Team Members
1:30 p.m. – 2:30 p.m.	Review of documents and artifacts Common area observations Stakeholder Interviews	Team Workroom, Common Areas & Conference Room	Team Members
3:00 p.m. – 3:30 p.m.	Travel back to hotel		Team Members
3:30 p.m. – 6:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Determine individual final ratings for standards and indicators</li> <li>• Review eleot™ observation results</li> <li>• Review documents and artifacts</li> <li>• Finalize Improvement Priorities &amp; Powerful Practices</li> <li>• Write evidence for each</li> <li>• Review Leadership Assessment Addendum</li> </ul>	Hotel Conference Room	Team Members
6:30 p.m. – 10:00 p.m.	<ul style="list-style-type: none"> <li>• Learning environment narratives</li> <li>• Leadership Assessment Addendum</li> <li>• Draft conclusion prompt responses</li> </ul>	Hotel Conference Room	Lead Evaluator

### Friday, February 19, 2016

Time	Event	Where	Who
7:15 a.m.	Check out of hotel and departure for school	Hotel	Team Members
7:35 a.m. – 9:30 a.m.	<ul style="list-style-type: none"> <li>• Review and edit evidence for Improvement Priorities</li> <li>• Review and edit learning environment summaries</li> <li>• Review and edit Leadership Assessment Addendum</li> <li>• Review and edit responses for conclusion</li> </ul>	Team Workroom	Team Members
9:00 a.m. – 10:00 a.m.	<ul style="list-style-type: none"> <li>• Team concludes work at school site</li> <li>• Prepare plus / deltas for meeting with Kentucky Department of Education</li> </ul>	Team Workroom	Team Members
10:00 a.m.-11:00 p.m.	<ul style="list-style-type: none"> <li>• Kentucky Department of Education Leadership Determination Session</li> </ul>	Team Workroom	Diagnostic Review Team Members & Kentucky Department of Education
11:00 – 12:00 p.m.	<ul style="list-style-type: none"> <li>• Team reviews and edits draft of report components</li> </ul>	Team Workroom	Team Members

**School Diagnostic Review Summary Report**

**The Academy @ Shawnee**

**Jefferson County Public Schools**

**2/16/2016 – 2/19/2016**

The members of the The Academy @ Shawnee 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 The Academy @ Shawnee to continue her 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 The Academy @ Shawnee.

Principal, The Academy @ Shawnee

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

Superintendent, Jefferson County Public Schools

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