DIAGNOSTIC REVIEW REPORT

FOR

FLEMING COUNTY SCHOOLS

211 West Water Street
Flemingsburg, Kentucky
41041

Mr. Thomas Price, Superintendent

March 9-12, 2014

KENTUCKY DEPARTMENT OF EDUCATION
Every Child Proficient and Prepared for SUCCESS

AdvancED

North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Copyright ©2014 by Advance Education, Inc. AdvancED grants to the Institution, which is the subject of the Diagnostic Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.

Table of Contents

Introduction to the Diagnostic Review 4
Part I: Findings 5
Standards and Indicators 5
Standard 1: Purpose and Direction 6
Standard 2: Governance and Leadership 12
Standard 3: Teaching and Assessing for Learning 15
Standard 4: Resources and Support Systems 30
Standard 5: Using Results for Continuous Improvement 39
Part II: Conclusion 42
Summary of Diagnostic Review Team Activities 42
Report on Standards 43
Report on Learning Environment 46
Improvement Priorities 55
Part III: Addenda 80
Diagnostic Review Visuals 81
2014 Leadership Assessment/Diagnostic Review Addendum 85
Diagnostic Review Team Schedule 95
About AdvancED 102
References 103

Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

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 and Indicators. 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 for Quality Schools/Systems 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. The report is presented in three sections: Findings, Conclusion, and Addenda.

© 2014 AdvancED

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective 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 ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

© 2014 AdvancED

Standard 1: Purpose and Direction

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 own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	**Standard Performance Level**
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**1.5**

Indicator		**Source of Evidence**	**Performance Level**
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews Review of Documents and Artifacts	1
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

Indicator	Opportunity for Improvement
1.3	**Develop practices and approaches that will help ensure all staff are committed to and accountable for a culture that supports highly effective instructional practices based on shared values and beliefs about teaching and learning which provide all students with challenging and equitable educational programs that include achievement of learning, thinking, and life skills necessary for future success.**
Rationale	

Student Performance Data

- While performance data for 2012 and 2013 shows improvement in all areas, it does not suggest the district has established processes and practices providing all students with equitable and challenging learning experiences based on shared values and beliefs about teaching and learning. Performance data, which is generally below state averages, does not suggest the district has used assessment results to drive decision-making, improve professional practices, or ensure that highly effective instructional practices are systematically used across the school.

- Between 2012 and 2013, Fleming High School's Overall Accountability Performance improved by 4.9 points, its percentile ranking in Kentucky increased from the 71st percentile to the 87th percentile, and there were also improvements in the performance gap, the number of students demonstrating college and career readiness, and the graduation rate.

- However, as shown in the chart below, 2012 and 2013 Fleming High School Report Cards indicate almost no improvement in achievement. The percentage of students performing at Novice and Apprentice levels increased in reading, math, science, writing, and language mechanics. The Novice/Apprentice level only declined in social studies. The percentage of students performing at Proficient and Distinguished levels decreased in reading, math, science, writing, and language mechanics. There was an increase in students performing at Proficient and Distinguished levels in social studies, almost doubling from 21.8% to 36.7% between 2012 and 2013.

	2012 School % Novice & Apprentice	2013 School % Novice & Apprentice	2013 State % Novice & Apprentice	2012 School % Proficient & Distinguished	2013 School % Proficient & Distinguished	2013 State % Proficient & Distinguished
Reading	52.9	54.1	44.2	47.1	45.9	55.8
Math	61.4	65.3	64	38.6	34.8	36.0
Science	74.6	76.4	63.7	25.4	23.6	36.3
Social St	78.2	63.3	48.7	21.8	36.7	51.3
Writing	54.4	59.5	51.8	45.6	40.5	48.2
Language Mechanics	63.3	67.4	48.6	36.6	32.6	51.4

- As illustrated in the chart below, between 2012 and 2013 student performance on the ACT improved slightly, except in English which remained the same. Science improved from 17.6 to 18.7 and math improved from 17.5 to 18.4. The overall composite improved from 17.5 to 18.0. All scores are below state percentages. Modest improvement on the ACT as opposed to more significant improvement in other assessments may suggest a lack of academic rigor, curriculum alignment issues, or the absence of effective differentiated instruction targeting individual student needs.

	ENGLISH		MATH		READING		SCIENCE		COMPOSITE	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
2013	16.4	18.4	18.4	18.9	18.1	19.4	18.7	19.5	18.0	19.2
2012	16.4	18.4	17.5	18.8	17.7	19.0	17.6	19.1	17.5	19.0

- The Kentucky Council on Postsecondary Education (CPE's) College Readiness Benchmarks on the ACT indicated that Fleming County High School's students improved somewhat between 2012 and 2013, but per the chart below, performance overall is below state averages.

% of Students Meeting ACT Benchmarks	**2012**	**2013**	**State Average for 2013**
English	38.5%	39.2%	53.1%
Mathematics	26.4%	34.5%	39.6%
Reading	33.0%	32.7%	44.2%

- Between 2012 and 2013, student performance on End-of-Course assessments improved slightly with a decrease in the number of students scoring Novice and Apprentice in Grade 11 Writing and U.S History and an increase in students scoring Proficient and Distinguished in the same subjects. K-PREP End-of-Course Assessments in English II, Algebra II, and Biology each saw an increase in the percentage of students scoring Novice and Apprentice and a decrease in students scoring Proficient and Distinguished.

	2012 School % Novice & Apprentice	**2013** School % Novice & Apprentice	**2013** State % Novice & Apprentice	**2012** School % Proficient & Distinguished	**2013** School % Proficient & Distinguished	**2013** State % Proficient & Distinguished
Grade 11 Writing	52.6	40.9	38.3	47.4	59.1	61.7
English II	52.9	54.0	44.2	47.2	46.0	55.8
Algebra II	61.6	65.4	64.0	38.5	34.6	36.0
Biology	74.6	76.4	63.7	25.4	23.6	36.3
U.S. History	78.6	63.3	48.7	21.4	36.7	51.3

- Student growth data from 2012 and 2013 School Report Cards indicates a modest increase in the percentage of students making typical or higher growth in reading and math as compared to their academic peers across the state.

	2012 Reading % of Students Making Typical or Higher Growth	2013 Reading % of Students Making Typical or Higher Growth	2012 Math % of Students Making Typical or Higher Growth	2013 Math % of Students Making Typical or Higher Growth
School	54.7	55.6	53.5	60.8
District	54.7	55.6	53.5	60.8
State	59.0	56.9	57.9	57.3

- Per the chart below, the priority school's performance between 2012 and 2013 improved in all areas, with the most significant improvement in College and Career Readiness.

	2011-12	2012-13
Achievement	53.4	53.5
Gap	27	29
Growth	54.2	58.2
CCR	73.2	81.5
Graduation Rate	84.2	94.2

Classroom Observation Data

Classroom observation data suggests that school/district have not established a culture that is committed to providing challenging and equitable learning experiences for all students across the school.

- Observations indicate that students are infrequently exposed to an environment of high expectations and rarely provided differentiated learning opportunities.
    - The overall score for the High Expectations Environment was a 2.1 on a 4 point scale.
    - Instances in which students were asked and responded to questions that required higher-order thinking (e.g. applying, evaluating, synthesizing) were evident/very evident in only 28% of classrooms.
    - Instances in which students were provided exemplars of high quality work were evident/very evident in only 28% of classrooms.
    - Instances in which students were engaged in rigorous coursework, discussion, and /or tasks were evident/very evident in 31% of classrooms.
    - The overall score for the Equitable Learning Environment was a 2.2 on a 4 point scale.
    - Instances in which students were provided differentiated learning opportunities and activities that met their needs were evident/very evident in only 17% of classrooms.
    - Instances in which students had ongoing opportunities to learn about their own and others' background/cultures/differences were evident/very evident in only 7% of

classrooms, suggesting that students seldom have opportunities to discuss, share, or relate their real life experiences to the learning.

Stakeholder Survey Data

Stakeholder survey data shows that a significant percentage of staff and students at the high school did not agree that the school's purpose statement is based on shared values and beliefs.

- 59% of staff agree or strongly agree that, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
- 69% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
- 56% of students agree or strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."

Stakeholder Interviews, Document and Artifact Review

- Interviews with district and school leaders, staff, and community stakeholders suggest that the district has not yet developed a formal statement of shared values and beliefs about teaching and learning.
- Interviews also indicate that the school and district have no formal and/or consistent process beyond SBDM Councils to engage stakeholders and solicit feedback.
- It was also shared during interviews that surveys are often disseminated, but the results are seldom used to drive decisions regarding student learning and system improvements.

Other Pertinent Information

- In the Self-Assessment, the district rated itself at a level 2 on this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
1.4	**Implement a systematic and inclusive continuous improvement process for improving student learning and the conditions that support learning. Include action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Hold all district and school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies.**
Rationale	

Stakeholder Survey Data

- Stakeholder survey data reveals mixed but generally low perceptions about the school and district continuous improvement process.

- 70% of staff agree or strongly agree that, "The school has a continuous improvement process based on data, goals, actions, and measures of growth."
- 45% of staff agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
- Only 34% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Stakeholder Interviews, Document and Artifact Review

- Interviews with district leaders and stakeholders suggest that the district has not yet implemented a continuous improvement process that provides clear direction for improving conditions that support student learning.

- Interviewees indicated that these conversations about continuous improvement have begun to take place with district leaders, and that there have been some initial efforts toward the improvement of student learning and learning conditions.

- However, stakeholder interviews did not indicate that the district has implemented a systematic and inclusive continuous improvement process for improving student learning and the conditions that support learning.

Other Pertinent Information

- The district rated itself a 2 on this indicator, which aligns with the team's findings.

Standard 2: Governance and Leadership

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 school leadership research, Leithwood & 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 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 school communities to attain school 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 school 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 has found through its own evaluation of best practices in 30,000 institutions around the world 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 2 – Governance and Leadership	**Standard Performance Level**
The system operates under governance and leadership that promote and support student performance and system effectiveness.	**1.3**

Indicator		**Source of Evidence**	**Performance Level**
2.1*	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
2.2*	The governing body operates responsibly and functions effectively.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	3
2.4*	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
2.5*	Leadership engages stakeholders effectively in support of the system's purpose and direction.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1

© 2014 AdvancED

Indicator		Source of Evidence	Performance Level
2.6*	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1

*These indicators are addressed as Improvement Priorities later in this report.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective 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 to 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, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’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 et al, 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 et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “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 through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable

expectations for student learning that 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.

Standard 3 – Teaching and Assessing for Learning	**Standard Performance Level**
The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	**1.6**

Indicator		**Source of Evidence**	**Performance Level**
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

© 2014 AdvancED

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the system's instructional process in support of student learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

© 2014 AdvancED

Indicator		Source of Evidence	Performance Level
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
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.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
3.11	All staff members participate in a continuous program of professional learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

© 2014 AdvancED

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

Indicator	Opportunity for Improvement
3.1	**Devise, implement and regularly monitor a curriculum which provides all students with challenging and equitable opportunities to develop learning, thinking and life skills aligned with the system's purpose that prepares them for success at the next level. Ensure the curriculum is planned and monitored so like courses/classes have the same high learning expectations and that support for individualization or differentiation is also provided.**
Rationale	

Student Performance Data

As detailed earlier in this report, student performance data suggests that not all students are being provided with challenging and equitable opportunities to develop learning, thinking, and life skills needed for success at the next level.

- Between 2012 and 2013, Fleming High School's Overall Accountability Performance improved by 4.9 points, its percentile ranking in Kentucky increased from the 71st percentile to 87th percentile, and there were also improvements in the performance gap, the number of students demonstrating college and career readiness, and the graduation rate.

- 2012 and 2013 Fleming High School Report Cards indicate almost no improvement in achievement. The percentage of students performing at Novice and Apprentice levels increased in reading, math, science, writing, and language mechanics. The Novice/Apprentice level only declined in social studies. The percentage of students performing at Proficient and Distinguished levels decreased in reading, math, science, writing, and language mechanics. There was an increase in students performing at Proficient and Distinguished levels in social studies, almost doubling from 21.8% to 36.7% between 2012 and 2013.

- Between 2012 and 2013 student performance on the ACT improved slightly, except in English which remained the same. Science improved by from 17.6 to 18.7 and math improved from 17.5 to 18.4. The overall composite improved from 17.5 to 18.0. All scores are below the state percentages. Modest improvement on the ACT as opposed to more significant improvement in

other assessments may suggest a lack of academic rigor, curriculum alignment issues, or the absence of effective differentiated instruction targeting individual student needs.

- The Kentucky Council on Postsecondary Education (CPE's) College Readiness Benchmarks on the ACT indicated that Fleming County High School's students improved somewhat between 2012 and 2013, but performance overall is below state averages.

- Student growth data from 2012 and 2013 School Report Cards indicates a modest increase in the percentage of students who made typical or higher growth in reading and math as compared to their academic peers across the state.

Classroom Observation Data

- Classroom observation data does not indicate that the district has developed processes and systems that provide a curriculum which ensures all students have equitable and challenging learning experiences leading to success at the next level.

    - Instances in which students were provided differentiated learning opportunities and activities were evident/very evident in only 17% of classrooms.
    - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 68% of classrooms.
    - Instances in which students were tasked with activities and learning that was challenging and attainable were evident/very evident in only 44% of classrooms.
    - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks" were evident/very evident in only 31% of classrooms.
    - Instances in which students were provided exemplars of high quality work were evident/very evident in only 28% of classrooms
    - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in just 28% of classrooms.

Stakeholder Survey Data

- Student survey data suggests that some students may not be receiving a rigorous curriculum and that they are not being adequately prepared for success at the next level.

    - Only 69% of students agree or strongly agree with the statement, "My school provides me with a challenging curriculum and learning experiences."
    - 52% of students agree or strongly agree with the statement, "My school prepares me to deal with issues I may face in the future."
    - It is also significant that more than 30% of seniors disagreed or strongly disagreed with both of the statements above.

- Staff survey data suggests that some of the staff is satisfied that an equitable learning environment is being provided to students.

- 48% of staff agree or strongly agree that, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills."
- 40% of staff agree or strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."

Indicator	Opportunity for Improvement
3.2	**Using data from multiple assessment of student learning, develop and implement collaborative processes to monitor and adjust curriculum, instruction and assessment practices to ensure vertical and horizontal alignment. Ensure that curriculum improvement processes include clear and systematic guidelines for vertical and horizontal alignment as well as alignment with the system's purpose.**
Rationale	

Student Performance Data

- Student performance data indicates that policies and procedures that ensure the school system is effectively and consistently using data from multiple assessments to monitor and modify instruction, curriculum, and professional practice has not translated into sustained improvement in student achievement.

  - As detailed previously in this report, student performance data indicates declines in some key areas. For example, the percentage of students scoring Novice and Apprentice in reading increased from from 52.9% in 2012 to 54.1% in 2013, and the percentage of students scoring Proficient and Distinguished in reading decreased from 47.1% in 2012 to 45.9% in 2013.

  - The percentage of students scoring Novice and Apprentice in math increased from 61.4% in 2012 to 65.3% in 2013, there was a decline of almost 4% in students scoring Proficient and Distinguished from 38.6% in 2012 to 34.8% in 2013.

  - There were some modest decreases in students scoring Novice and Apprentice on K-PREP Writing and U.S History End-of-Course Assessments. However, the percentage of students scoring at Novice and Apprentice levels increased in English II, Algebra II, and BIology .

  - The district continues to score below the state in the percentage of students making typical or higher annual growth in reading and math.

Classroom Observation Data

- Classroom observation did not reveal widespread use of multiple assessments to inform and modify instruction.
    - Instances in which students indicated that they understood how their work was assessed were evident/very evident in 35% of classrooms.
    - Instances in which students had opportunities to revise or improve work based on feedback were evident/very evident in 39% of classrooms.
    - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 41% of classrooms.
    - The Progress Monitoring Learning Environment was rated 2.3 on a 4 point scale.

Stakeholder Survey Data

- Staff survey results strongly suggest that data is not being used systematically to inform professional practice and improve student achievement.
    - 45% of staff agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
    - 56% of students indicated that they agree or strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."
    - 34% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Other Pertinent Information

- In the superintendent's overview, it was noted that there was a lack of consistent and systemic use of data to modify professional practice and improve student performance throughout the district, and also some uncertainty as to the accuracy of data due to lack of training in and knowledge about how to collect, analyze, and use data to improve teaching and learning. It was indicated that several new initiatives had begun, but have not been in place long enough to reap substantive results, i.e., professional development training and structured PLC work.

Indicator	Opportunity for Improvement
3.3	**Develop new practices or refine existing practices and approaches that will ensure teachers throughout the system engage students in their learning through the use of highly effective and research aligned instructional strategies including student collaboration, self-reflection, the development of critical thinking skills, personalization, use of intervention strategies, application of knowledge, integration of content and skills with other disciplines, and use of technology.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the school district has established expectations, polices, and supporting/monitoring practices that ensure students are being provided a challenging learning environment and a curriculum that is differentiated and personalized to meet their individual needs.

    - Modest gains were made in the percentage of students making typical or higher annual growth in reading from 54.7% in 2012 to 55.6% in 2013.
    - The overall achievement index, which represents student performance in the five content areas of reading, mathematics, science, social studies, and writing, increased by 0.1 from 53.4% in 2012 to 53.5% in 2013.
    - Between 2012 and 2013, student performance on the ACT improved slightly, except in English which remained the same. Science improved from 17.6 to 18.7 and math improved from 17.5 to 18.4. The overall composite improved from 17.5 to 18.0. However, all scores are below state percentages.

Classroom Observation Data

- Classroom observation data does not suggest the existence of high student engagement leading to significant improvement in student performance.

    - Instances in which students had several opportunities to engage in discussions with teachers and other students were evident/very evident in 49% of classrooms.
    - Instances in which students were provided opportunities to make connections from content to real-life experiences were evident/very evident in 37% of classrooms.
    - Instances in which students were actively engaged in learning activities were evident/very evident in 51% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data does not suggest that practices and conditions in the school support high levels of student engagement that will result in achievement of learning goals.

    - 55% of students strongly agree or agree that, “My school motivates me to learn new things.” Within this group of respondents, 51% of seniors agree or strongly agree.
    - Only 34% of students agree or strongly agree that, “All of my teachers change their teaching to meet my learning needs.” Within this group of respondents, 43% of seniors and 37% of juniors disagree or strongly disagree with this statement.
    - 40% of staff strongly agree/agree that, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
    - 42% of staff agree or strongly agree that, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

Other Pertinent Information

- The Self-Assessment reveals that teachers sometimes provide activities that require collaboration and develop critical thinking skills and that not all teachers address the individual learning needs of all students by integrating other relevant content areas.

- In the superintendent's overview, it was noted that there is little modification of teaching based on assessment results and that the mindset of the professional teaching staff was, "teach, test, and move on."

- The district rated itself as a 2 on this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.5	**Develop new or refine existing processes and procedures to support the creation of a truly collaborative learning organization. Ensure that all system staff participate in professional learning communities that are highly effective and 1) meet formally and informally on a regular basis, 2) collaborate across grade levels, content areas and system divisions, 3) use a process which includes a review of action research and student work as well as other best practices known to yield information about student learning and the conditions that support learning. Ensure that staff is able to link their collaborative efforts to improvement in student performance, instructional practice and overall system effectiveness.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data suggests that the use of professional learning communities and other forms of collaboration known to improve professional practice and positively impact student achievement have not been systematically implemented across the district.

- A review of 2012 and 2013 School Report Cards indicates very modest improvement in achievement.

- The percentages of students scoring at Novice and Apprentice levels in core subjects remain high. 54.1% of students scoring Novice or Apprentice in reading and over 65.3% scored Novice or Apprentice in math.

- The percentage of students making typical or higher annual growth increased slightly in reading but remains below the state average. The percentage of students making typical or higher growth in math increased between 2012 and 2013, suggesting a potential area of focus for the district to determine what practices, strategies, and efforts led to this increase.

Classroom Observation Data

- Classroom observation data suggests that the current PLC structure may not be yielding sufficient support/growth/direction to impact professional practice and result in the systematic use of highly effective practices across the school and sustained student achievement gains.

- The overall learning environment revealed a mix of results with the Digital Learning, High Expectations, and Equitable Learning environments scoring the lowest, suggesting that high-yield instructional practices are not consistently used.

Stakeholder Survey Data

- Staff seems to agree that the use of sustained collaboration and other practices such as professional learning communities are not highly regarded and/or consistently used.

    - 52% of staff agree or strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning."

    - 63% of staff agree or strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

    - 51% of students agree or strongly agree with the statement, "In my school, teachers work together to improve student learning."

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews and review of various PLC agendas and minutes do not give evidence that PLC use is highly regarded. Agendas and minutes do not suggest there is consistency and regularity in meeting both formally and informally to use data, research, and discussions to inform professional practice and improve student achievement.

Indicator	Opportunity for Improvement
3.8	**Design, implement and evaluate the effectiveness of programs that engage families in their child's education in meaningful ways. Create a system that will provide all families multiple ways of staying informed of their child's learning progress.**
Rationale	

Stakeholder Survey Data

- Stakeholder survey data does not suggest that the district has been effective in designing and implementing programs that meaningfully engage parents and keep them informed about their children's learning.

    - 49% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."

- Only 24% of staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
- 54% of parents agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress."

Stakeholder Interviews, Document and Artifact Review

- In interviews, district staff indicated that although the district offers a variety of programs for families, attendance is often low.

Other Pertinent Information

- The school rated itself as a 2 for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.11	**Develop and implement a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction for all professional and support staff. Include differentiated components based on an assessment of needs of the system and the individual. Systematically evaluate for effectiveness in improving instruction, student learning, and the conditions that support learning and that build capacity of the professional and support staff.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the school/district has been effective in establishing expectations, policies, and supporting/monitoring practices that result in the systematic use of highly effective instructional practices across the district. Evidence does not suggest that the professional learning program addresses 1) high learning expectations, 2) inquiry practices, 3) differentiated instruction, 4) lessons that develop learning, thinking, and life skills, 5) rigorous instruction, or 6) effective assessment practices.

Stakeholder Survey Data

- According to stakeholder survey data, the staff perceives a need for a more rigorous and continuous program of professional learning.

  - 64% of teachers agree or strongly agree with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."
  - 13% of support staff agree or strongly agree with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."
  - 43% of teachers agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

- 38% of support staff agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

Stakeholder Interviews, Document and Artifact Review

- Interviews with district staff indicated that there was not yet a systematic evaluation plan in place for staff professional development.

Other Pertinent Information

- The school rated itself as a 2 for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.12	**Develop a system for continuously identifying unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Train system and school personnel on current research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.**
Rationale	

Student Performance Data

- The increased percentage of students performing at Novice and Apprentice levels in several key areas as well as growth and gap results suggests the existence of unmet learning needs.

	2012 School % Novice & Apprentice	2013 School % Novice & Apprentice	2013 State % Novice & Apprentice
Reading	52.9	54.1	44.2
Math	61.4	65.3	64
Science	74.6	76.4	63.7
Social St	78.2	63.3	48.7
Writing	54.4	59.5	51.8
Language Mechanics	63.3	67.4	48.6

- Student growth data indicates a modest increase in the percentage of students who made typical or higher growth in reading and math as compared to their academic peers.

	READING PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		MATH PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	DISTRICT	STATE Kentucky	DISTRICT	STATE Kentucky
2013	55.6	56.9	60.8	57.3
2012	54.7	59.0	53.5	57.9

- Achievement improved between 2012 and 2013. At the same time, gap increased by 4.8 from 28.9 in 2012 to 33.7 in 2013, and growth decreased by 1.3 from 58.5 in 2012 to 57.2 in 2013.

	2011-12	**2012-13**
Achievement	56.7	60.7
Gap	28.9	33.7
Growth	58.5	57.2

Classroom Observation Data

- Classroom observation data does not suggest a high degree of support for learning.
    - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 47% of classrooms.
    - Instances in which students were provided support and assistance to understand content and accomplish tasks were evident/very evident in 61% of classrooms.
    - Instances in which students took risks in learning (without fear of negative feedback) were evident/very evident in 45% of classrooms.

Stakeholder Survey Data

- Survey data does not suggest that the district has established a culture, practices, or conditions to ensure that differentiation/personalization of instruction based on student needs is provided systematically across the school and district.

- 56% of students agree or strongly agree with the statement, "My school provides learning services for me according to my needs."
- 56% of students agree or strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."
- 34% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- 40% of staff agree or strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
- 45% of staff agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice."

Other Pertinent Information

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Standard 4: Resources and Support Systems

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, 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 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs 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 to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	**Standard Performance Level**
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	**1.8**

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

© 2014 AdvancED

Indicator		Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	2

Indicator	Opportunity for Improvement
4.1	**Examine district and school policies, processes, and procedures to ensure that qualified staff are employed and retained to support the purpose and direction of the system, individual schools and educational programs. Use the results of this examination to make possible revisions to policies and procedures and ensure that these are systematically implemented across the district.**
Rationale	

Stakeholder Survey Data

- Survey data suggest that stakeholders are not highly satisfied with current practices and policies relating to recruitment, employment, and retention of staff.
    - 28% of staff agree or strongly agree with the statement, “Our school’s governing body or school board complies with all policies, procedures, laws and regulations.”
    - 67% of staff agree or strongly agree with the statement, “Our school provides qualified staff members to support student learning.”
    - 57% of parents agree or strongly agree with the statement, “Our school provides qualified staff members to support student learning.”

Stakeholder Interviews, Document and Artifact Review

- Documentation, artifacts, and interviews revealed limited evidence that existing district hiring policies and processes are being supported and monitored.

- During interviews, district leadership stated that the district had moved to a Reduction in Force posture due to a financial crisis. Budget projections were given to the board with a recommended $600,000 cut, and the board elected to cut $450,000. Review of documentation and interviews revealed that the district has been dedicating scarce resources to fund stipends and retention bonuses, i.e., $13,986 for two speech/language therapists.

Other Pertinent Information

- The Self-Assessment indicates that, "while many informal policies and procedures exist related to resources and support systems, there are few written policies and procedures by which to follow."

- The Self-Assessment indicates that, "Hiring policies and practices exist. However, they are not always followed."

- In the overview presentation on the first day of the Diagnostic Review process, it was indicated that the district had "poor hiring practices with inconsistent salaries and compensations."

- Interviews, documentation, and artifacts indicate that the district is faced with substantial budget deficits which have already resulted in significant staff reductions and may result in further reductions in the future.

Indicator	Opportunity for Improvement
4.2	**Prioritize and protect in policy and practice instructional time, material resources, and fiscal resources to solely focus on the purpose and direction of the system, its schools, educational program and operations.**
Rationale	

Stakeholder Survey Data

- 46% of staff agree or strongly agree with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."

- 33% of staff agree or strongly agree with the statement, "Our school provides sufficient material resources to meet students' needs."

- 41% of parents agree or strongly agree with the statement, "Our school ensures the effective use of financial resources."

Stakeholder Interviews, Document and Artifact Review

- In interviews, stakeholders indicated that the district's mission and vision statement was outdated and unclear.

- During stakeholder interviews, it was revealed that there is "no real protocol" for policy, procedure, and practice to protect instructional time, as well as material and fiscal resources.

Other Pertinent Information

- During a presentation on the first day of the Diagnostic Review, the district addressed insufficient instructional practices to ensure rigor for high academic standards.

- In the same presentation, the superintendent stated that there was a strong need for instructional coaches due to no changes in instruction based on formative assessment.

Indicator	Opportunity for Improvement
4.3	**Identify clear expectations for maintaining a safe, clean, and healthy environment, and develop policies and support practices that will ensure all district and school personnel, as well as students, are accountable for maintaining these expectations. Further ensure that valid measures are in place that allow for continuous monitoring, evaluation and improvement of these conditions.**
Rationale	

Stakeholder Survey Data

- Stakeholder survey data does not indicate that the district has been effective in developing policies and supporting practices that ensure facilities are safe, clean, and healthy.

    - 48% of students agree or strongly agree with the statement, "In my school, the grounds are safe, clean, and provide a healthy place for learning."
    - 26% of students agree or strongly agree with the statement, "In my school, students respect the property of others."
    - 68% of staff agree or strongly agree with the statement, "Our school maintains facilities that support student learning."

Stakeholder Interviews, Document and Artifact Review

- According to the log of drills, the high school does not conduct regular safety drills. For example, there was only one lockdown drill during the 2012-2013 school year.

- Maintenance requests are directed to the Maintenance Division by email or telephone call. Systematic procedures for documenting that the request has been resolved, prioritizing maintenance needs, or ensuring the timely resolution of maintenance requests is not apparent.

Other Pertinent Information

- The district does have an energy manager and an energy management plan and has reduced its overall energy consumption and expenditures, even with the rise in utilities costs statewide.

- The high school remained in session on a day in which they had no water. The superintendent and district staff were notified of this situation by a member of the school staff who thought that the situation had reached a hazardous state after five hours with no water.

Indicator	Opportunity for Improvement
4.5	**Provide, coordinate and evaluate the effectiveness of information resources and related personnel to ensure that all students and staff have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools.**
Rationale	

Classroom Observation Data

- Classroom observation data does not indicate that the district has been successful in providing, coordinating, and evaluating the effectiveness of information resources to support its educational programs.

    - The Digital Learning Environment received an overall rating of 1.4 on a 4 point scale, the lowest of any of the environments.
    - The frequency with which students were observed using technology as learning tools and resources was extremely low.
    - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in only 7% of classrooms.
    - Instances in which students were observed conducting research, solving problems, and/or creating original works for learning were evident/very evident in 14% of classrooms.

Stakeholder Survey Data

- Survey data does not suggest stakeholders perceive that the school district is highly effective in ensuring information resources and related personnel to support its educational programs.

    - 51% of students agree or strongly agree with the statement, “In my school, computers are up to date.”
    - 38% of staff agree or strongly agree with the statement, “Our school provides a plan for the acquisition and support of technology to support the school’s operational needs.”
    - 64% of parents[1] agree or strongly agree with the statement, “Our school provides students with access to a variety of information resources to support their learning.”
    - 2013 TELL Kentucky survey results indicate that 68% of teachers agree or strongly agree with the statement, “The reliability and speed of Internet connections in this school are sufficient to support instructional practices.” This result is somewhat below the state average of 76% for this survey item.

Stakeholder Interviews, Document and Artifact Review

- Some stakeholders indicated that the Internet connections within the district were old and outdated.

- Stakeholders revealed that while there are eight computer labs, there are not enough wireless access points to sustain the amount needed to successfully utilize the Internet.

Indicator	Opportunity for Improvement
4.6	**Ensure that the technology infrastructure and equipment are sufficient to support the system's teaching, learning and operational needs.**
Rationale	

Classroom Observation Data

- Classroom observation data does not suggest that the system has been effective in ensuring technology infrastructure and equipment are available to support teaching, learning, and operational needs. The Digital Learning Environment received an overall rating of 1.4 on a 4 point scale, the lowest of any of the environments. The frequency with which students were observed using technology as learning tools and resources was extremely low.

    - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in only 7% of classrooms.
    - Instances in which students were observed conducting research, solving problems, and/or creating original works for learning were evident/very evident in 14% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data suggests that students and staff are divided with regard to their perceptions about the availability of resources to support learning.

    - 52% of staff agree or strongly agree with the survey statement, "All teachers in our school use a variety of technology strategies as instructional resources."
    - 52% of staff agree or strongly agree with the statement, "All teachers in our school use a variety of technologies as instructional resources."
    - 51% of students agree or strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
    - 62% of students agree or strongly agree with the statement, "In my school, a variety of resources are available to help me succeed, (e.g., teaching staff, technology, media center)."

Stakeholder Interviews, Document and Artifact Review

- According to the 2013 Technology Tools Readiness Survey Results, students do not utilize any technology for formative assessments.

- 2013 TELL Kentucky survey results revealed that 68% of the staff feel they have reliability and speed of Internet connections to support instructional practices.

- The 2012-2013 District Report Card indicates that only 40% of the district's computers meet the minimum state standards.

Indicator	Opportunity for Improvement
4.8	**Develop a collaborative process to identify valid and reliable measures of effectiveness that can be used by system and school personnel to evaluate counseling, assessment, referral, educational, and career planning programs. Develop policies and procedures that will ensure these measures are regularly used to evaluate the effectiveness of these programs in meeting student needs.**
Rationale	

Student Performance Data

- As detailed previously in this report, the high percentage of students scoring at Novice and Apprentice levels suggests the need to ensure the effectiveness of student support services and programs that address student needs.

Stakeholder Survey Data

- Student and staff survey data suggest that stakeholders, in general, are not highly satisfied with student support services and programs that address needs related to counseling, career planning, assessment, etc.

    - 66% of students agree or strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school."
    - 60% of parents[1] agree or strongly agree with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)."
    - 44% of staff agree or strongly agree with the statement, "Our school provides high quality student support services (e.g., counseling referrals, educational and career planning)."

Stakeholder Interviews, Document and Artifact Review

- The district has a contractual agreement with an external mental health service provider.

- The district sponsored a career fair with 59 different career possibilities for middle and high school students to explore and consider.

- Interviews and review of documents and artifacts did not reveal the existence of valid measures of program effectiveness or an ongoing improvement planning process for student support services.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & 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 et al., 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 school 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).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world 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 5 – Using Results for Continuous Improvement	**Standard Performance Level**
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	**1**

Indicator		Source of Evidence	Performance Level
5.1*	The system establishes and maintains a clearly defined and comprehensive student assessment system.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
5.2*	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
5.3*	Throughout the system professional and support staff are trained in the interpretation and use of data.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1

© 2014 AdvancED

Indicator		Source of Evidence	Performance Level
5.4*	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1
5.5*	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts	1

*These indicators are addressed as Improvement Priorities later in this report.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Fleming District Diagnostic Review Team was composed of six individuals representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university.
- On the first day of the review, the team arrived at the district office where we were welcomed by the superintendent and then shown to our workspace, the School Board Meeting Room on the second floor.
- The superintendent provided the team with an overview PowerPoint presentation. The presentation provided the team with a recent history of the district (where the district has come from), what steps/initiatives the district is currently engaged in (where the district is now), and the district vision (where the district is going). The overview was comprehensive, candid, and compelling. It included information about current challenges, ramifications of past decisions, competency of personnel, Board operations and focus, current initiatives, and plans for the future. The overview also included a review of the 2012 Leadership Deficiency document and the district's Self-Assessment.
- The district completed a Self-Assessment and Executive Summary, and provided the Diagnostic Review Team with the required documents and artifacts.
- Fleming High School, the Priority School, also conducted surveys of staff, students, and parents. However, since the number of parent surveys did not meet the minimum response rate of 20% of school households, this data was not used in the team's analysis. The survey results were used to guide indicator ratings by the team.
- The Diagnostic Review team was also guided by classroom observation data from Fleming High School collected by the High School Diagnostic Review Team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, Interviewed members of the community, the school district and all five school board members. One board member was interviewed by phone due to work schedule. The team also met with the High School Diagnostic Review Team to coordinate schedules and make plans to assist with classroom observations.

The Diagnostic Review teams met virtually on March 6, 2014 to begin a preliminary examination of district's Internal Review Report and determine points of inquiry for the on-site review. Team members arrived in the school system on March 9, 2014 and concluded their work on March 12, 2014.

Institution leaders carried out the Internal Review process as outlined in the Diagnostic Review protocol and in keeping with the designated timeline. Stakeholders, including staff, parents, and community members were candid and open in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School and District Administrators and Leaders*	16
Board of Education Members	5
Teachers and Staff	12
Parents and Community Members	8
Students	0
TOTAL	41

*Includes KDE Educational Recovery Staff and others

The School and District Diagnostic Review teams also conducted classroom observations in 43 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

A review of the evidence gathered by the team to determine ratings for standards and indicators, as well as the Opportunities for Improvement and Improvement Priorities reveals the following recurring themes:

Vision, Mission, Shared Values and Beliefs

- Mission, vision, and core beliefs are the foundation of an organization to focus their efforts to 1) guide a budget, 2) productively monitor a network of collaborative/supportive departments, and 3) successfully direct decisions involving instructional programs to be implemented for the purpose of continuous improvement for student success. The absence of these guiding documents, especially in light of the district's current student performance results, could be a tremendous barrier in moving forward and making the needed and desired progress in student learning and professional practice.

- The district has what the superintendent states is "an outdated mission/vision" written in the late 90's and devoid of some language that would indicate a twenty-first century mindset. The revision of this statement was the first item on the superintendent's 30/60/90 day plan upon assuming the role in 2012, but it remains unrevised as of the date of this report.

- The superintendent has formed parent and student advisory committees to help with rewriting the mission/vision, core beliefs revision. The advisory committees were formed in December, but these committees have not met due to a number of snow days and other scheduling conflicts. The absence of a formal statement of purpose and direction, or vision and mission, to guide decision-making and planning at all levels of the system did not appear to be a source of concern among stakeholders interviewed.

- In the staff and student surveys there appears to be evidence that in some instances almost 33% of the seniors, 20% of juniors, and less than 50% of staff agree that critical facets of even the current, outdated mission statement are being achieved.
- In interviews, district staff reacted with uncertainty when asked what the purpose or mission was for their position.

Policies, Procedures, and Structure

- The district subscribes to the Kentucky School Boards Policy and Procedure Service in which it appears the Board of Education has adopted many of the prewritten policies. However, it is apparent through interviews that Fleming County Board Policies and Administrative Procedures are limited and inconsistent. The overview presentation provided by the superintendent noted that, "Few procedures are in place and even fewer are followed." Examples of indicators included, "poor hiring practices, inconsistency of salaries, poor communications, and poor community perception toward procedures."
- In interviews with members of district leadership and Board of Education members, there was no indication given there was a process for policy/procedure development, approval, and implementation.
- The superintendent stated in his interview he did not take the time to keep the Board current on all of the pertinent state mandates due to there being "so many."
- In interviews, the team heard instances of staff concerns regarding the lack of monitoring of existing policy and/or procedures especially those relating to "leave" i.e. sick, vacation, jury duty, etc. When the team asked district leadership for comment regarding this repeatedly heard concern, the response was, "we hope everyone is being honest and recording leave-time and other absences as they should." Concern about this particular failure to adhere to policy and procedure was heard frequently enough by members of the team to suggest that it is an area needing immediate attention.

Accountability and Use of Data to Drive Continuous Improvement

- In the overview presentation it was indicated that on many past occasions, the Board has been misinformed/uninformed, leading to a lack of the understanding and information needed to govern effectively. This misinformation or lack of information and its implications included student performance and resources, policies, and direction that were needed to ensure improvement.
- Almost no evidence exists that Board members were carefully and continuously informed of student achievement levels and how close the district was to receiving sanctions regarding lack of progress. The Board's meeting room, located on the second floor of the district offices, has not a single visible item relating to student achievement and/or current goals, vision, mission, or shared beliefs to remind themselves and others of the district's student achievement goals and priorities. These visible signs are often used to serve as a reminder of purpose and help to focus a governing body when in the midst of tough budget and program decisions.
- Interviews, review of data (state assessments, PLC, Board and administrative minutes/agendas, evaluations, etc.) does not suggest that data is used in a consistent, formalized, and prioritized

manner to drive instruction, determine next steps, inform professional practice, and guide budget, personnel, and program decisions.

- The use of Professional Learning Communities (PLCs), peer coaching, walkthroughs, and other strategies do not appear to have yet reached a level of quality and effectiveness to generate the outcomes in higher student achievement and engaging instruction desired. Some staff remains unconvinced of the need for these strategies and appears resistant to change, going so far as refusal to participate in scheduled sessions with seemingly little if any consequences. Again, in the overview presentation, it was noted that the district needs ongoing support for mentoring and assisting classroom teachers in professional growth beyond that which is provided to new teachers/employees.

Resources, Expectations and Use of technology

- The use of digital tools and technology by students was the lowest rated of the learning environments (1.4 on a 4 point scale). Observers noted that student use of technology and digital tools was almost non-existent in the 43 classrooms in which they observed. The use of assistive technology to aid the learning of those with special needs was also not observed.
- The district's technology plan is written through September 2014. This plan might benefit from having intentional input from stakeholders active in the business and world to ensure that it is comprehensive in nature and reflects the technology and digital tools needed for high quality, twenty-first century teaching and learning.

Understanding Roles and Responsibilities

- In interviews, it was shared that because of some past issues and history with individual Board members and the Office of Educational Accountability (OEA), there is hesitancy among some members to ask questions and demand accountability for fear they are treading in areas not within their purview, suggesting that a planned series of board development training specific to the district might be beneficial.
- Although there has been some training for members of the Board in the past, there appears to be a need for ongoing and timely training to continue.
- The extent to which all central office/district staff seem to understand how their work intersects with and supports the efforts of others is unclear. In the overview presentation by the superintendent, it was noted that the district has until recently operated with a "silo" mindset with every department and project operating independent of one another. There was no encouragement or expectation for district staff, especially at the central office, to work collaboratively, which in turn generated a district-wide culture of isolationism, hostility, and frequent personal attacks, and a lack of teamwork. It was expressed by some of those interviewed that this culture, environment, and mindset was slowly changing. Others did not concur nor express much optimism for a complete change within the near future.

Communication and Teamwork

- While many of those with whom the team interacted with expressed that transparency had greatly improved, there appears to remain a sense that communication both at the district office and in the schools lacks clarity and timeliness. In interviews and casual conversation, the

team repeatedly heard about the concern and confusion about the reduction in force announced at the very start of the school year. Questions about how determinations were made, why they were made, the timing, and the fact that central office did not appear to be impacted left many wondering if students were truly a district priority. One of the comments shared in a stakeholder interview was, "This district is basically an employment agency for adults with lots of politics and very little focus on what's best for kids."

- Due to the district's history regarding finances, leadership challenges, hiring practices, facility decisions, and legal issues, many stakeholders felt compelled to describe the district as one in need of intervention due to a lack of unity regarding purpose, shared values and beliefs, failure of some staff to extend what might be considered common everyday professional courtesies, and the lack of a sense of urgency and accountability to improve student achievement. It was also noted that some allegiances formed in the past are still in place despite current realities and might be impeding the district to move beyond its history. As one interviewee noted …"not all of us are on the same page and don't seem to care…."

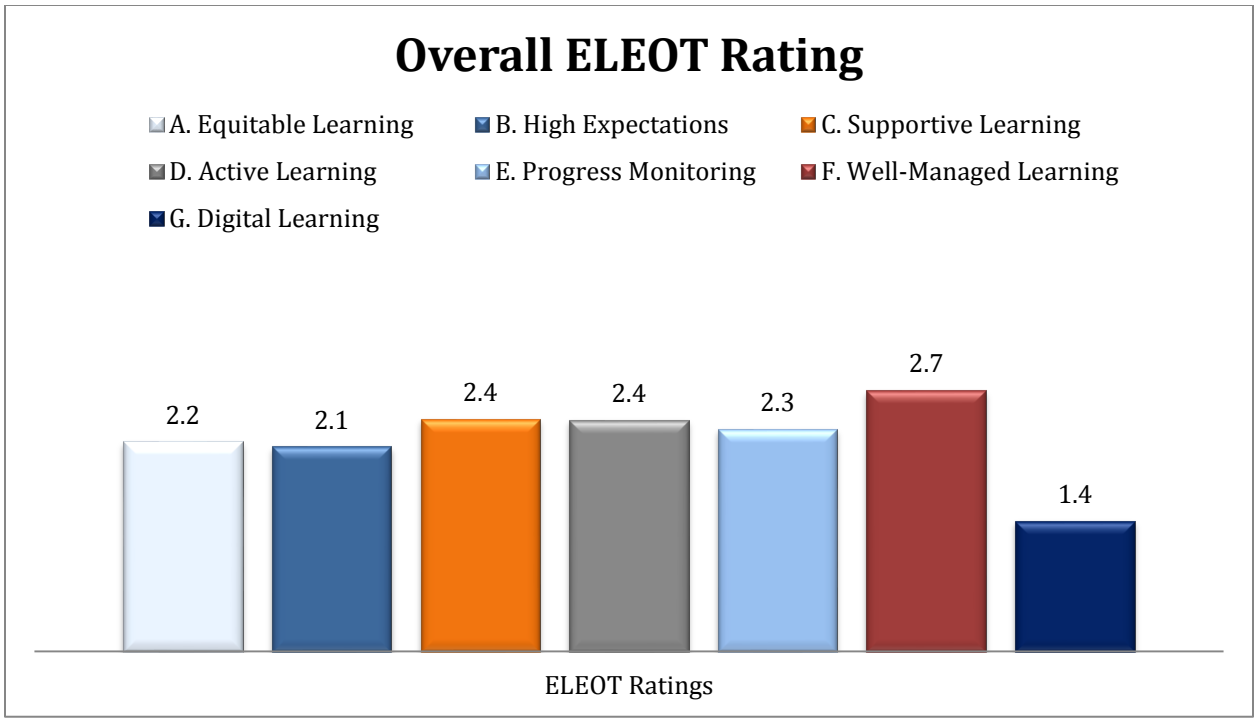
Report on Learning Environment:

During the on-site review, members of the Fleming High School External Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

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, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, 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. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 43 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.


Overall ELEOT Rating
A. Equitable Learning
B. High Expectations
C. Supportive Learning
D. Active Learning
E. Progress Monitoring
F. Well-Managed Learning
G. Digital Learning
2.2
2.1
2.4
2.4
2.3
2.7
1.4
ELEOT Ratings

A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
A.1	**1.7**	Has differentiated learning opportunities and activities that meet her/his needs	47%	37%	12%	5%
A.2	**2.8**	Has equal access to classroom discussions, activities, resources, technology, and support	5%	28%	49%	19%
A.3	**2.7**	Knows that rules and consequences are fair, clear, and consistently applied	7%	28%	49%	16%
A.4	**1.4**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	65%	28%	5%	2%
Overall rating on a 4 point scale:		**2.2**				

Equitable Learning Environment Analysis

- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs. This indicator was rated at 1.7 on a 4 point scale. Differentiation practices were evident/very evident in only 17% of classrooms.
- It was evident/very evident that students had equal access to classroom discussions, activities, resources, technology, and support in 68% of classrooms. This indicator was rated 2.8 on a 4 point scale.
- It was evident/very evident that students knew that rules and consequences were fair, clear, and consistently applied in 65% of classrooms. This component was rated 2.7 on a 4 point scale, suggesting that procedures and expectations for behavior are fairly well established in the majority of classrooms.
- Opportunities for students to learn about their own culture or share others' backgrounds, cultures and differences were evident/very evident in only 7% of classrooms. At 1.4 on a 4 point scale, this indicator was the lowest-rated component of this environment. This rating suggests that opportunities for student group work including time for reflection, small group discussion, and discovery that would allow students to share and explore with one another were almost nonexistent.

B. High Expectations						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
B.1	**2.4**	Knows and strives to meet the high expectations established by the teacher	21%	33%	30%	16%
B.2	**2.3**	Is tasked with activities and learning that are challenging but attainable	16%	40%	37%	7%
B.3	**1.8**	Is provided exemplars of high quality work	58%	14%	21%	7%
B.4	**2.2**	Is engaged in rigorous coursework, discussions, and/or tasks	26%	44%	19%	12%
B.5	**2.0**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	40%	33%	19%	9%
Overall rating on a 4 point scale:		**2.1**				

High Expectations Learning Environment Analysis

- With an overall rating of 2.1, the High Expectations Learning Environment received the second lowest rating of all the learning environments.
- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 46% of classrooms.
- Similarly, instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 44% of classrooms.
- Instances in which students were provided exemplars of high quality work were evident/very evident in only 28% of classrooms. At 1.8 on a 4 point scale, this indicator was the lowest rated in the High Expectations environment.
- Students engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 31% of classrooms.
- Teacher questioning that required higher-order thinking (e.g. applying, evaluating, synthesizing) was evident/very evident in only 28% of classrooms.

C. Supporting Learning						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
C.1	**2.4**	Demonstrates or expresses that learning experiences are positive	14%	40%	37%	9%
C.2	**2.5**	Demonstrates positive attitude about the classroom and learning	14%	37%	37%	12%
C.3	**2.3**	Takes risks in learning (without fear of negative feedback)	28%	28%	33%	12%
C.4	**2.7**	Is provided support and assistance to understand content and accomplish tasks	9%	30%	42%	19%
C.5	**2.2**	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	35%	19%	35%	12%
Overall rating on a 4 point scale:		**2.4**				

Supportive Learning Environment Analysis

- The supportive Learning Environment received an overall rating of 2.4 on a 4 point scale.
- Instances in which students demonstrated or expressed that learning experiences were positive were evident/very evident in 46% of classrooms. Observers noted that for the most part students were very compliant to teacher instructions and directions.
- Students demonstrating positive attitude about the classroom and learning were evident/very evident in 49% of classrooms.
- Instances in which students were observed taking risks in learning were evident/very evident in 45% of classrooms.
- It was evident/very evident in 61% of classrooms that students were provided support and assistance to understand and accomplish tasks. This behavior may result from teacher-centered classroom formats where students sitting at their desks could requests help from the teacher to complete and/or understand their assignments.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge were evident/very evident in 47% of classrooms. This indicator was rated 2.2 on a 4 point scale.

D. Active Learning						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
D.1	**2.4**	Has several opportunities to engage in discussions with teacher and other students	19%	33%	35%	14%
D.2	**2.2**	Makes connections from content to real-life experiences	35%	28%	21%	16%
D.3	**2.6**	Is actively engaged in the learning activities	12%	37%	30%	21%
Overall rating on a 4 point scale:		**2.4**				

Active Learning Environment Analysis

- Opportunities for students to engage in discussions with their teacher and other students were evident/very evident in 49% of classrooms.
- Instances in which students had the opportunity to make connections from content to real life experiences were evident/very evident in 37% of classrooms.
- The Active Learning Environment was rated 2.4 on a 4 point scale. Observers noted that most classrooms were teacher-centered with students sitting passively at their desks. Active engagement was evident/very evident in roughly half (51%) of classrooms.

E. Progress Monitoring						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
E.1	**2.3**	Is asked and/or quizzed about individual progress/learning	28%	33%	26%	14%
E.2	**2.4**	Responds to teacher feedback to improve understanding	19%	40%	23%	19%
E.3	**2.4**	Demonstrates or verbalizes understanding of the lesson/content	19%	35%	33%	14%
E.4	**2.2**	Understands how her/his work is assessed	28%	37%	21%	14%
E.5	**2.3**	Has opportunities to revise/improve work based on feedback	28%	33%	23%	16%
Overall rating on a 4 point scale:		**2.3**				

Progress Monitoring Learning Environment Analysis

- Instances in which students were asked and/or quizzed about their learning were evident/very evident in 40% of classrooms.
- Opportunities for students to respond to teacher feedback to improve their understanding were evident/very evident in 42% of classrooms.
- Instances in which students demonstrated understanding of the lesson were evident/very evident in 47% of classrooms.
- Instances in which students demonstrated their understanding of how their work was assessed were evident/very evident in 35% of classrooms. This indicator was rated 2.2 on a 4 point scale.
- Instances in which students had opportunities to revise or improve work based on feedback were evident/very evident in 39% of classrooms.

F. Well-Managed Learning						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
F.1	**3.0**	Speaks and interacts respectfully with teacher(s) and peers	5%	16%	51%	28%
F.2	**2.8**	Follows classroom rules and works well with others	7%	21%	53%	19%
F.3	**2.5**	Transitions smoothly and efficiently to activities	23%	21%	35%	21%
F.4	**2.3**	Collaborates with other students during student-centered activities	26%	33%	26%	16%
F.5	**2.9**	Knows classroom routines, behavioral expectations and consequences	9%	21%	42%	28%
Overall rating on a 4 point scale:		**2.7**				

Well-Managed Learning Environment Analysis

- At 2.7 on a 4 point scale, management of student behavior was the highest-rated learning environment. It was evident/very evident that students spoke and interacted respectfully with teachers and peers in 79% of classrooms. This result suggests that students are generally well mannered and polite when speaking/working with their teachers and with one another.
- Students following classroom rules and working well with one another were evident/very evident in 72% of classrooms.
- Smooth transitions were evident/very evident in 56% of classrooms.
- Students had few opportunities to collaborate with their peers. Student-centered activities were evident/very evident in only 42% of classrooms.
- Observers noted that students knew classroom routines and expectations. This indicator was rated 2.9 on a 4 point scale and indicates a very compliant student body.

G. Digital Learning						
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
G.1	**1.3**	Uses digital tools/technology to gather, evaluate, and/or use information for learning	74%	19%	5%	2%
G.2	**1.4**	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	77%	9%	9%	5%
G.3	**1.3**	Uses digital tools/technology to communicate and work collaboratively for learning	79%	14%	5%	2%
Overall rating on a 4 point scale:		**1.4**				

Digital Learning Environment Analysis

- At 1.4 on a 4 point scale, the Digital Learning Environment was the lowest-rated of all the learning environments.
- Instances in which students were observed using digital technology or media to support/enhance their learning were almost nonexistent. It was evident/very evident that technology was being used to gather information, communicate, or work collaboratively in only 7% of classrooms.
- Student use of technology and digital tools to conduct research, solve problems, or create original work was evident/very evident in only 14% of classrooms.

Improvement Priorities

Indicator	Improvement Priority
1.1	**Develop and implement a formalized process for reviewing, revising, and communicating a district purpose statement that focuses on the success of all students. Ensure that the process includes participation by representatives from all stakeholder groups.**
Rationale	

Stakeholder Survey Data:

- Stakeholder survey data is somewhat mixed in regard to the district's purpose and mission being developed and having an impact on programs and services focused on students and their success.
    - 68% of students agree or strongly agree that, "In my school, programs and services are available to help me succeed."
    - 63% of students agree or strongly agree that, "In my school, the purpose and expectations are clearly explained to me and my family."
    - 74% of staff agree or strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."
    - 51% of staff agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews confirmed that the district has not implemented a process through which the district's mission, vision, core beliefs and purpose statements are reviewed, revised with input from all stakeholders, and widely communicated.

- District leadership said that a plan has been developed for reviewing, revising, and communicating the district's purpose. However, that plan has not yet been implemented.

- Interviews with district stakeholders revealed that both district staff and community stakeholders are unclear about what the district's purpose is.

- Stakeholders shared with the Diagnostic Review Team that neither the board nor district leadership has articulated a clear purpose and direction for the school district.

- While the district's current purpose statement does focus on student success, district leaders revealed that the purpose statement has not been reviewed for quite some time.

Other Pertinent Information

- In the superintendent's overview presentation it was indicated that several stakeholder advisory groups had been formed in December to help in the revision of the mission/purpose, vision, and core beliefs statements. However, the groups have not yet met and so the work remains unfinished.

Indicator	Improvement Priority
1.2	**Develop and implement policies and procedures that outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. Monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.**
Rationale	

Stakeholder Survey Data

- Stakeholder survey data indicated that a significant percentage of staff did not believe the school's purpose statement is formally reviewed and revised with input from stakeholders.
    - 74% of staff at Fleming County High School agree or strongly agree that, "the school's purpose statement is clearly focused on student success."
    - 51% of staff agree or strongly agree that, "the school's purpose statement is formally reviewed and revised with involvement from stakeholders."
    - 59% of staff agree or strongly agree that, "the school's purpose statement is based on shared values and beliefs that guide decision-making."
    - 51% of staff agree or strongly agree that, "the school's purpose statement is supported by the policies and practices adopted by the school board or governing body."

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews at the district and high school and a review of documents and artifacts revealed that the district has neither set the expectation nor developed policies and procedures to support and monitor schools' review, revision, and communication of a school purpose for student success.

- Stakeholder interviews indicate that each school and the district is in compliance with the requirements of having and posting improvement plans including a mission/purpose statement. However, there is no formal, systematic process to review and revise these documents as outcomes and goals might indicate.

- A review of artifacts and interviews also suggests that data is not consistently used to drive decisions on new strategies and initiatives which ultimately impacts teaching and learning.

Other Pertinent Information

- In the Self-Assessment, the district indicated that system personnel only "occasionally monitor each school and sometimes provide feedback concerning the process to school personnel."

- The district rated itself at a 1 for this indicator, which aligns with the team's findings.

Indicator	Improvement Priority
2.1	**Develop policies and practices that clearly support the purpose and direction for operating an effective district and its schools. Ensure policies and practices have applicable mechanism in place for monitoring student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. Review and revise policies and practices requiring directions for professional growth of all staff.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the district has policies and procedures to monitor student learning, effective instruction, and the continuous growth of all professional staff.
    - The district's overall accountability score increased slightly from 53.0 in 2012 to 55.9 in 2013.
    - Of particular concern is that 54.1% of high school students are reading at Novice and Apprentice levels in 2013, which was an increase of 1.2% from 2012. Performance in math also declined in 2013 and is significantly below the state average.

Classroom Observation Data

- As detailed elsewhere in this report, classroom observation data indicates that the district and school have not been effective in establishing policies and supporting practices that establish high expectations, support and monitor the systematic implementation of effective instructional practice, or ensure that professional development impacts classroom practice.

Overall Learning Environment Ratings Based on Classroom Observations (based on a 4 point scale)	
Equitable Learning	2.2
High Expectations	2.1
Active Learning	2.4
Supportive Learning	2.4
Progress Monitoring	2.3
Well-Managed	2.7
Digital Learning	1.4

Stakeholder Survey Data

- Survey results strongly suggest that stakeholder perceptions regarding the effectiveness of governance and leadership in creating policies and practices for the effective operation of the district and its schools are very low and may be adversely impacting student performance and overall system effectiveness.
    - Only 28% of staff indicated that they agree or strongly agree with the statement, ”Our school’s governing body or school board complies with all policies, procedures, laws and regulation.”
    - Likewise, just 28% of staff indicated that they agree or strongly agree with the statement, “Our school’s governing body or school board maintains a distinction between its roles and responsibilities and those of the school leadership.”
    - 36% of parents[1] agree or strongly agree with the statement, “Our school’s governing body operates responsibly and functions effectively,” indicating that almost two-thirds of the parents responding are not sure about the effectiveness of the current governing body.

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews revealed that there has been some improvement in the transparency of operations with the current administration.
    - Interviews with stakeholders indicated that there is seemingly little accountability for student performance outcomes or expectations of professional performance.
    - Interviews revealed that the Board of Education relies primarily on the KSBA policy service to develop and revise its policies to comply with new laws and current state initiatives.
    - The Board has intentionally revised policies related to attendance and fiscal matters to address identified deficiencies and concerns in those areas.
    - The Board was made aware that the district lacked formal written procedures in almost every major area and utilized the KSBA procedures service that had been previously purchased.
    - A review of Board agendas and minutes does not allude to any detailed discussions of the majority of the policies they routinely approve, especially those relating to student achievement and curriculum.
    - A review of documentation did not reveal that the Board is engaged in ongoing review and revision of policies that ensure the effective operation of the district and its schools.
    - There was no evidence that the Board monitors the instructional program and the implementation of the curriculum.
    - There was no evidence to indicate the Board had any misgivings in regard to whether the spirit and intent of the mission/vision statement was being achieved, nor that they had any deep concerns about the status of student performance.
    - A review of various documents and artifacts did not reveal evidence that the Board had any discussions relating to the need to revise/amend any of its policies to aid in establishing expectations and direction for the improvement of student achievement and/or professional practice.

- Interviews and a review of board agendas and minutes failed to reveal evidence that the Board has any procedures and/or processes in place to regularly monitor the implementation of its policies and determine their impact on student learning.
- Interviews and artifact/document reviews also suggest that Board policies and administrative procedures are limited and inconsistently applied.
- The overview presentation provided by the superintendent noted that, "Few procedures are in place and even fewer are followed." Examples included, "poor hiring practices, inconsistency of salaries, poor communications, and poor community perception."

---

[1] Sixty-two (62) parents responded to the survey. In a school of approximately 695 students, this is considerably less than the desired minimum response rate of 20%. Nevertheless, it is important that the voice of responding parents be honored, while understanding that the lower return rate fails to meet the statistical threshold. Additionally, the lower return rate is another reflection of the need for school personnel to expand their efforts to increase parental participation in their child's education.

Indicator	Improvement Priority
2.2	**Develop and implement a systematic process whereby the district: 1) evaluates decision and actions to ensure they are in accordance with defined roles and responsibilities, 2) participates in formal professional development that includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.**
Rationale	

Student Performance Data

- District performance and that of the priority school do not give evidence that governing bodies have instituted a culture of consistent focus and a sense of urgency toward improved student achievement.
    - While the district accountability increased from the 36th percentile in 2012 to the 55th percentile in 2013, it remains a district in need of improvement.
    - The high school showed no improvement in the percentage of students scoring at Novice and Apprentice levels in core subjects such as reading, math, and language mechanics.
    - The percentage of students performing at Proficient and Distinguished levels declined in these same core subjects.
    - There were improvements in number of students demonstrating college and career readiness and the graduation rate.

Stakeholder Survey Data

- Stakeholder survey data indicates low levels of satisfaction in regard to the governing body's effectiveness.
    - 28% of staff agree or strongly agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws and regulations." Almost 40% disagree or strongly disagree, indicating that a significant percentage of staff have concerns

about or are at least uncertain as to whether their governing body follows existing policies and procedures.

- 28% of staff agree or strongly agree with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. " Again, 41% disagree or strongly disagree with this statement, indicating a possible culture of uncertainty in regard to the governing body/school board. These sentiments have the potential to undermine the focus of improving student performance.

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews revealed concerns with the level of teamwork and collaboration between district and school staff and within offices and between programs.
    - Stakeholder interviews indicated a disconnect between the schools and the district office. Some indicated they seldom saw or heard from district office staff and did not feel as if they were all on the same team working together to improve student learning.
    - Interviews and observations reveled that several key positions are vacant, such as assistant superintendent, finance officer, and food service director. These vacancies cause many district level staff to assume additional roles and responsibilities, which detracts from their primary job focus and the overall goal to improve student academic achievement.
    - Stakeholder interviews reveal there is a lack of accountability for staff. Monitoring and evaluation of staff professional practices is not performed consistently.
    - The organizational chart indicates that many key positions are reporting to the assistant superintendent, which is currently a vacant position.

Other Pertinent Information

- In the overview presentation, it was indicated that the district had suffered recently from an "absence of leadership throughout the district, especially at the central offices."

- The overview presentation also revealed there was a deliberate lack of collaborative effort in many instances with every department and program making their own decisions with little regard for the impact on others and the ultimate goal of improved student achievement.

- The overview also provided that a few key "power" positions had been controlling everything and were not always focused on doing that which was in the best interest of the entire district.

- Over time, the "absence of leadership," lack of collaborative efforts, and the role of a few in power appears to have led to a lack of clarity in roles and responsibilities and an almost nonexistent culture of accountability.

Indicator	Improvement Priority

Indicator	Improvement Priority
2.4	**Ensure leadership and district staff commit to a culture whereby decisions and actions align to the system's purpose and direction and hold as priority the continuous improvement of student learning. Establish high standards for students and hold all personnel accountable to maintain and improve academic achievement and the conditions that support student learning.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not reflect a culture where high expectations are the norm and all district stakeholders are held accountable for supporting the district's purpose.
- Slight increases were made in student performance on the ACT. The composite increased 0.4 from 19.1 in 2012 to 19.5 in 2013.
- The percentage of students in 2013 scoring at Novice and Apprentice levels in reading and math are quite high, with reading at 54.1% and math at 65.3%. Both represent increases from 2012.
- Similarly, the percentage of students scoring Proficient and Distinguished decreased over this same time period. Reading decreased from 47.1 in 2012 to 45.9 in 2013 and math decreased from 38.6 in 2012 to 34.8 in 2013.
- Writing, language mechanics, and science all saw increases in students scoring Novice and Apprentice and decreases in those scoring Proficient and Distinguished.

Classroom Observation Data

- While there is clear evidence of improvement that is occurring at Fleming County High School, classroom observation data does not indicate that highly effective instructional practices are being systematically implemented across the school.
    - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in only 44% of classrooms.
    - Instances in which students were provided exemplars of high quality work were evident/very evident in only 28% of classrooms.
    - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 31% of classrooms.
    - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in only 28% of classrooms.
    - Instance in which students knew and were striving to meet the high expectations established by the teacher were evident/very evident in 46% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data provides mixed and inconclusive data regarding the existence of a culture of high expectations and accountability.
    - 73% of students strongly agree or agree with the statement, “In my school, the principal and teachers have high expectations of me.”
    - 69% of students strongly agree or agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
    - 63% of staff strongly agree or agree that, “Our school’s leaders support an innovative and collaborative culture.”
    - 79% of staff strongly agree or agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
    - 46% of staff strongly agree or agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”

Other Pertinent Information

- The following information was shared in the superintendent’s overview presentation:
    - Fostering a culture consistent with the system’s purpose and direction remains a challenge.
    - “At one point it was difficult to find two people in the district to sit and talk collaboratively about ways to improve student achievement.”
    - An absence of leadership, “turf protection,” and “silo” mentality did not bode well for achieving the district’s purpose and student performance goals.

Indicator	Improvement Priority
2.5	**Identify and implement ways to more effectively engage stakeholders in support of the district’s purpose and direction. Create opportunities for stakeholders to meaningfully engage in helping shape decisions, providing feedback to school and system leaders, working collaboratively on system and school improvement efforts, etc.**
Rationale	

Student Performance Data

- As detailed elsewhere in this report, student performance data and other evidence does not indicate that system leadership has helped to build ownership or a greater sense of responsibility for the success of the district and its schools through intentional efforts to engage and involve stakeholders.

- 54.1% of students are scoring at Novice and Apprentice levels in reading, which is the gateway to success in every subject and field of endeavor.

- The district as a whole continues to score below the state average in the percentage of students performing at Proficient and Distinguished levels in almost every area. In addition, students are scoring above state averages in Novice and Apprentice levels in almost all areas.

Stakeholder Survey Data

- Survey results indicate that, for the most part, staff agrees that more needs to be done to engage stakeholders in support of the system's purpose and direction.
    - 47% of staff strongly agree or agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."
    - 53 % of staff strongly agree or agree with the statement, "Our school provide opportunities for stakeholders to be involved in the school."

Stakeholder Interviews, Document and Artifact Review

- Several people who were interviewed indicated that the district appears to be more inviting to all stakeholders and that the superintendent's efforts to create greater transparency were appreciated.

- The district has written a communication plan. However, it does not provide specific details on how stakeholder engagement will be garnered.

- The district indicated in the Self-Assessment that, "opportunities for collaboration and input for all stakeholders is inconsistent. District morale is low. Expectations for stakeholder engagement are inconsistently and often poorly modeled by administrators, making the goal of meaningful and consistent stakeholder engagement elusive."

Other Pertinent Information

- The district rated this indicator at a level 2, which was inconsistent with the team's findings.

Indicator	Improvement Priority
2.6	**Ensure that supervision and evaluation processes result in improved professional practice focused on student success. Ensure the plan is consistently monitored and revised as needed to adjust professional practice and ensure a high level of student learning.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the district has established processes and procedures that ensure the systematic use of highly effective professional practice resulting in all students having access to challenging and equitable learning experiences leading to success at the next level.

Classroom Observation Data

- As detailed previously in this report, classroom observation data suggests a significant percentage of students are not consistently exposed to highly effective instructional strategies.

- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 28% of classrooms.
- Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 40% of classrooms.
- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 46% of classrooms.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 44% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 31% of classrooms.

Stakeholder Survey Data

- Since the district has been involved in a pilot of the Professional Growth and Effectiveness System (PGES) for the past several years, it has now taken steps to implement specific components of this program. If implemented according to guidelines, PGES should help to ensure effective evaluation and monitoring of professional practices. Though the district is engaged in implementing PGES, survey data reveals that system and school leadership have not currently established effective processes and procedures for supervision and evaluation that are resulting in improved professional practice and student success.
    - 64 % of staff agree or strongly agree that, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
    - 50% of staff agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisor feedback to improve student learning.”

Stakeholder Interviews, Document and Artifact Review

- Interviews with stakeholders revealed that there is inconsistency in the quality and timeliness of feedback on professional practices. Evaluation guidelines are not always clear and/or regular. Little monitoring and follow up occurs, and as a result there is little evidence that suggested improvements have been made or are having the desired impact on improved student learning.
    - Interviews revealed that supervision and evaluation have little to no focus on improving professional practice or student success.
    - Interviews also showed that evaluations are not performed or monitored on a regular basis.
    - Leadership interviews indicated that often staff is not held accountable for professional practices and expectations as outlined in district policies. Interviews indicated that staff attendance is problematic in the district and at the priority school.

Other Pertinent Information

- A district support team has been formed and charged with being more visible in the schools. Team members are to make regular visits in classrooms and provide detailed feedback of instructional effectiveness and other issues related to teaching and learning.

- The district has initiated peer observation and feedback as a way to provide staff with timely and relevant feedback about their instructional practices.

Indicator	Improvement Priority
3.4	**Develop and implement a formal and consistent process used by system and school leaders to monitor instructional practices beyond classroom observation that ensure instruction is 1) aligned with the districts' 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.**
Rationale	

Student Performance Data

- Student performance data does not suggest that effective monitoring and feedback of instructional practices have led to significant gains in student achievement, that students are receiving a highly rigorous curriculum, or that they are actively engaged in their own learning.
    - The percentage of students scoring at Novice and Apprentice levels in critical subject areas such as English, US History, and English II remains quite high, with over half of the student population scoring at these levels.
    - The ACT scores for every subject and the composite is below the state average.
    - The percentage of students making typical or higher annual growth in reading increased slightly.
    - The percentage of students scoring at Proficient and Distinguished levels decreased in every subject except social studies and is below the state averages across the board.
    - The district did experience a slight increase of 2.9 points in the overall accountability index and moved from the 36th to the 55th percentile.
    - More than half of all students scored at Novice and Apprentice level in reading, math, science, social studies, writing, and language mechanics.

Classroom Observation Data

- Classroom observation data does not suggest sufficient monitoring and feedback is provided to help inform and modify teaching practices.
    - Instances in which students were asked and/or quizzed about their individual progress or learning were evident/very evident in 40% of classrooms.
    - Instances in which students were provided differentiated learning opportunities to meet their needs were evident/very evident in only 17% of classrooms.

- Instances in which students engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 41% of classrooms.
- Instances in which students were observed demonstrating a positive attitude about the classroom and learning were evident/very evident in 49% of classrooms.
- Instances in which students had several opportunities to engage in discussions with the teacher and other students were evident/very evident in 49% of classrooms.
- Instances in which students understood how their work was assessed were evident/very evident in 35% of classrooms.

Stakeholder Interviews, Document and Artifact Review

- Interviews and document review seem to suggest that staff is hesitant to change what they have always done because of uncertainty about incoming new leadership and the changes that may bring from one year to the next.

- There is also a belief that support from the district office has been weak and/or lacking in the past. A new Instructional Supervisor and ERS are now on board and there appears to be some excitement and appreciation for the depth and breadth of knowledge these individuals bring to their respective positions.

- Interviews also indicated that the Board and the most recent previous administration have not had any interest in or focus on student achievement.

- Accountability seems nonexistent and/or weak on several levels and a lack of a sense of urgency seems to pervade actions and efforts.

Other Pertinent Information

- In the overview presentation by the superintendent, it was noted that there is little modification of teaching based on assessment results and that the mindset by the professional teaching staff was “teach, test, and move on.”

Indicator	Improvement Priority
3.6	**Develop, implement and monitor a district-wide instructional process that will ensure students are clearly and consistently informed about learning expectations, provided exemplars and specific and timely feedback about their learning. The process should include the use of multiple measures and formative assessments to inform the ongoing modification of instruction and curriculum revision.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data suggests that the use of teaching strategies and other instructional practices that provide students with timely feedback and include exemplars to inform students about learning expectations have not been systemic or consistent.

Classroom Observation Data

- Classroom observation data does not suggest that the school/district has been effective in establishing and supporting the use of an instructional process that clearly informs students of learning expectations and standards of performance.

    - Instances in which students demonstrated that they knew and were striving to meet high expectations established by the teacher were evident/very evident in 46% of classrooms.
    - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 44% of classrooms.
    - Instances in which students were provided exemplars of high quality work were evident/very evident in only 28% of classrooms.
    - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 40% of classrooms.
    - Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in 39% of classrooms.

Other Pertinent Information:

- In the district's Self-Assessment it was noted that, "The instructional process at FCHS does not always provide students with the feedback needed to improve learning and mastery of the standards. The current instructional process does not always ensure that modifications to instruction (based on formative measures) occur on a regular or frequent basis."

- The district rated this indicator at a 2, which is higher than the team's findings and subsequent rating.

- The superintendent's overview presentation indicated that there is little modification of teaching based on assessment results and that the mindset by the professional teaching staff was "teach, test, and move on."

Indicator	Improvement Priority
3.7	**Design and implement mentoring, coaching and induction programs for all system personnel that are consistent with its values and beliefs about teaching, learning, and the conditions that support learning. Ensure that these programs set high expectations for all system personnel and include valid and reliable measures of performance.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the district has been effective in developing structures that foster professional learning through mentoring and coaching programs that help ensure the systematic use of highly effective instructional practices across the school, providing all students with equitable and challenging learning experiences leading to success at the next level.

Classroom Observation Data

- Implementing an effective mentoring, coaching, and induction program for all instructional staff should support the improvement of instructional practices across the district. The Fleming High School classroom observation data below suggests that there is room for growth in all seven learning environments.

Overall Learning Environment Ratings Based on Classroom Observations (based on a 4 point scale)	
Equitable Learning	2.2
High Expectations	2.1
Active Learning	2.4
Supportive Learning	2.4
Progress Monitoring	2.3
Well-Managed	2.7
Digital Learning	1.4

Stakeholder Survey Data

- Stakeholder survey data suggests that the mentoring and coaching support for teachers needs to be improved.
    - Only 36% of staff agree or strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”
    - Just 40% of staff agree or strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”

Stakeholder Interviews, Document and Artifact Review

- Interviews indicate there was a plan for mentoring and coaching set up in the high school with two leads assigned to the GATES Foundation Grant to mentor/coach the Math Design Collaborative (MDC) and Literacy Design Collaborative (LDC) initiatives/rollout with all staff. Each of these staff members were given an extra planning period so that they would have the time needed to coach all teachers. There was no evidence to suggest that this initiative has been implemented and fulfilled as planned.

Other Pertinent Information

- The Self-Assessment indicates that no formal mentoring, coaching, or induction exists other than KTIP requirements. However, sometimes a buddy system may evolve/occur between new and experienced teachers. This buddy system is not formalized or monitored, suggesting that the district/school have not intentionally designed an orientation and support system for new staff to help ensure the understanding of and commitment to teaching and learning goals.

Indicator	Improvement Priority
3.9	**Design, implement and continuously evaluate a structure that ensures all students are well known by at least one adult in the school. Ensure that the structure allows for 1) the creation of long-term relationships between individual students and school employees, 2) provides school staff insight into students' needs regarding learning, thinking, and life skills, 3) provides opportunities for the adults to serve as advocates for the students.**
Rationale	

Stakeholder Survey Data

- Survey data indicates that as students get older, they report feeling less connected and therefore perceive that they receive less support related to their educational experience and future.

- The percentage of students by grade level who strongly agree or agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future" is:

Grade 9	68%
Grade 10	55%
Grade 11	48%
Grade 12	43%

- This survey data suggests that the district has not been effective in establishing, supporting, and monitoring the effectiveness of programs designed to ensure that all students have an adult in the school who knows them well.

Stakeholder Interviews, Document and Artifact Review

- Interviews with district staff indicated that there was not a systematic approach for ensuring that all students have access to an adult advocate who knows them well and takes an interest in their education.

Other Pertinent Information

- The district rated this indicator as a 1 on the Self-Assessment, which aligns with the team's findings.

Indicator	Improvement Priority
3.10	**Develop, implement, and evaluate the effectiveness of district grading and reporting policies and practices used by all teachers in all schools. Define clear criteria that base academic grades on student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the district has established grading and reporting policies that are uniformly understood and implemented to ensure the existence of rigorous coursework, high academic expectations, and higher levels of student achievement.

Classroom Observation Data

- Classroom observation data does not suggest the school/district has established an environment of high expectations where students are tasked with a rigorous curriculum, are provided with information about the criteria by which they will be assessed, and are informed of how their learning is progressing.
    - Instances in which students demonstrated that they understood how their work was assessed were evident/very evident in only 35% of classrooms.
    - Instances in which students had opportunities to revise/improve work based on feedback was evident/very evident in 39% of classrooms.
    - The overall rating for the Progress Monitoring learning environment was 2.3 on a 4 point scale.
    - Instances in which students were tasked with activities that are challenging but attainable were evident/very evident in 44% of classrooms.
    - Instances in which students were provided exemplars of high quality work were evident/very evident in only 28% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in only 31% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in only 28% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data reflects a very significant degree of dissatisfaction in regard to grading and reporting and does not suggest that the school district has established or is supporting/monitoring the effectiveness of a clearly defined grading and reporting system.

  - 64% of students agree or strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."
  - 64% of students agree or strongly agree with the statement, "All my teachers provide me with information about my learning and my grades."
  - 44% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
  - 36% of staff agree or strongly agree with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."
  - 52% of staff agree or strongly agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."

Stakeholder Interviews, Document and Artifact Review

- Interviews with district staff indicate there are inconsistencies among schools regarding their understanding and use of the board approved policy for standard-based grading.

Other Pertinent Information

- In the Self-Assessment the district notes, "while a policy exists on uniform student grading and assessment (Standards-Based Grading), it is not being implemented as written by all teachers." They also note that, "administrators are 'informally' monitoring the implementation of the policy and providing assistance as needed."

- The district rated this indicator at a level 2, which is higher than the team's findings and subsequent rating.

Indicator	Improvement Priority
4.4	**Develop policies and procedures that will ensure the creation of a strategic resource management plan that includes long-range planning with regard to budget, facilities, and other strategic components in support of the district's purpose and direction. Ensure the plan is frequently evaluated for effectiveness, and has built-in measures to monitor implementation and revise/update as needed.**
Rationale	

Stakeholder Interviews, Document and Artifact Review

- Interviews and documentation revealed that effective management of fiscal resources has been problematic for system leadership and the Board of Education for the past several years.
- Interviews and documentation indicate that the District Leadership Team is not engaged in any strategic planning.
- The superintendent indicated in interviews that the school system had not developed a Strategic Resource Management Plan.
- In the district's Self-Assessment it is stated, "A strategic plan for the district does not currently exist, and the purpose and direction of the system is not clear…"
- The Self-Assessment also reveals that "there is currently no process to develop, monitor, or implement a strategic plan…"
- The Self-Assessment reveals that the district recognizes the need for a strategic plan developed with input from a cross section of stakeholders and that a process for monitoring the plan's progress and revising it when necessary is also needed.

Other Pertinent Information

- The Kentucky Department of Education (KDE) will provide the district support and assistance in developing a Strategic Resource Management Plan to help build and sustain needed resources both short and long term.
- In the Self-Assessment, the district staff rated this indicator at a level 1 and the Diagnostic Review Team concurs with this rating.

Indicator	Improvement Priority
4.7	**Establish and implement a process to determine the physical, social and emotional needs of all students. Further, identify and use valid and reliable measures of program effectiveness to guide ongoing improvement planning in these programs and services. Ensure that improvement-planning efforts are designed, implemented, and evaluated to more effectively meet the needs of all students.**
Rationale	

Student Performance Data

- As detailed previously in this report, the high percentage of students scoring at Novice and Apprentice levels in almost every core subject indicates that students' physical, social, emotional, and academic needs are not being met.
    - Student growth data indicates a very modest increase in the percentage of students who made typical or higher growth in reading and math as compared to their peers statewide.

- College and Career Readiness data improved somewhat from 2012 to 2013, but remains below the state average.
- The district's graduation goal of 94.4 was not met.

Stakeholder Survey Data

- Stakeholder survey data is generally not favorable in regard to student support services and suggests that the district has not been effective in establishing, supporting, and monitoring programs and services to address students' counseling, assessment, referral, educational, and career planning needs.

    - 66% of students indicated that they agree or strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school."
    - 40% of staff agree or strongly agree with the statement, "Our school provides high quality student support services (e.g., counseling referrals, educational, and career planning)."
    - 60% of parents[1] agree or strongly agree with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)."

Stakeholder Interviews, Document and Artifact Review

- Interviews and documentation did not reveal that the district has established expectations for student support services or is providing ongoing support and monitoring of these programs to ensure their effectiveness in improving student performance and success. Valid measures of program effectiveness or documents supporting the existence of improvement plans related to these programs and services were not in evidence.

Indicator	Improvement Priority
5.1/5.2	**Develop a comprehensive district wide assessment system that produces data about student learning from multiple assessment measures, including those locally developed. Ensure the system is regularly monitored and evaluated for reliability and effectiveness and revised as needed. Ensure that all staff regularly collect, analyze and use the data to drive decisions regarding instruction, professional practices and the conditions that support learning.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the district has established a comprehensive assessment system that is consistently utilized to gather, analyze, and use data from multiple sources to inform continuous improvement planning nor that system personnel are consistently and intentionally collecting, analyzing, and using data to modify instruction and the conditions that support learning.

Classroom Observation Data

- Classroom observation data, in general, suggests that there are inconsistencies in the collection, analysis, and application of learning.
    - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 40% of classrooms.
    - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 42% of classrooms.
    - Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in 47% of classrooms.
    - Instances in which students demonstrated that they understood how their work was assessed were evident/very evident in 35% of classrooms.
    - Instances in which students were given opportunities to revise or improve work based on feedback were evident/very evident in 39% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data, in general, strongly suggests that the district has not been effective in establishing policies and expectations regarding the use of data to drive instructional decision-making. Data further suggests that the extent to which the district supports and monitors data collection and analysis may be limited.
    - 70% of staff agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
    - 52% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
    - 58% of staff agree or strongly agree with statement, “Our school has a systematic process for collecting, analyzing, and using data.”
    - 45% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
    - 40% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and revise curriculum.”
    - 42 % of staff agree or strongly agree with the statement, “In our school all staff members use student data to address the unique learning needs of all students.”
    - 52% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
    - 58% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data.”

Stakeholder Interviews, Document and Artifact Review

- In general, stakeholder interviews as well as document and artifact review suggest that the system lacks a clearly defined and comprehensive student assessment system and is in the early stages of systematically collecting, analyzing, and using data to drive decisions regarding student learning and instruction.
    - Interviews revealed that district and school are in initial stages of data analysis.

- Interviews and artifact review indicated that there is no written protocol for analysis and use of data to inform instruction or programs.
- Interviews and artifact review showed that there is not a comprehensive assessment system that produces data from multiple measures.
- Interviews and artifact review revealed that there are very few locally developed assessments about student learning and school performance.
- Interviews and artifact review indicated that there is little consistency in measurement across all classrooms, courses, educational programs, and system divisions.
- Interviews and artifact review revealed that there is little evaluation of assessments for effectiveness in improving instruction, student learning, and the conditions that support student learning.
- Interviews and a review of artifacts showed that there are limited to no expectations for the collection, analysis, and application of data to drive instruction and/or program decisions.
- Interviews and artifact review indicated that there is no process through which all system personnel use data to design, implement, and evaluate continuous improvement plans.
- A review of the district's Self-Assessment revealed that, "teacher-made assessments are not reliable or valid at any level" and "data analysis is not systematic throughout the district."

Other Pertinent Information

- There was limited evidence of:
    - Departments using data to analyze the effectiveness of programs and support services.
    - The collection, analysis, or application of data to make decisions in departments.

Indicator	Improvement Priority
5.3	**Train system professional and support staff in the interpretation and use of data. Ensure that all staff is trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.**
Rationale	

Student Performance Data

- Student performance data does not suggest that district professional and support staff have received rigorous and comprehensive professional development in order to be able to evaluate, interpret, and use data to improve student performance.

Stakeholder Survey Data

- Stakeholder survey data suggests there are inconsistencies in the collection, analysis, and use of data by professional and support staff. These inconsistencies may stem from lack of effective training and support in the interpretation and use of data from both school and district levels.

- 45% of staff agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
- 40% of staff agree or strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and revise curriculum."
- 42% of staff agree or strongly agree with the statement, "In our school all staff members use student data to address the unique learning needs of all students."
- 52% of staff agree or strongly agree with the statement, "Our school employs consistent assessment measures across classrooms and courses."
- 58% of staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."
- 44% of staff agree or strongly agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews as well as document and artifact review suggest a lack of training for all system personnel in using data to design, implement, and evaluate continuous improvement plans.
  - Interviews and document review indicated that district and school staff have received minimal training regarding the collection, analysis, and application of learning from data analysis.
  - Interviews revealed training in data analysis is a next step for district and school staff.
  - Interviews showed that the district and school are in the initial stages of data analysis.
  - Interviews and artifact review indicated that there is no written protocol for the analysis and use of data to inform instruction or programs.
  - Interviews and artifact review revealed that there are limited to no expectations for the collection, analysis, and application of learning from data analysis for learning support services, district, and school.
  - Interviews and artifact review showed that there is a lack of training for all system personnel in using data to design, implement, and evaluate continuous improvement plans. Improvement plans were developed by limited stakeholders and system personnel.
  - Interviews of support staff and district personnel did not mention the use of data to inform decisions.

Indicator	Improvement Priority
5.4	**Develop policies and procedures for analyzing data to determine verifiable improvement in student learning. Systematically and consistently use results to design, implement, and evaluate the outcomes of continuous improvement action plans related to student learning, including readiness for and success at the next level.**
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the district has sufficient policies and procedures in place to ensure the sytematic analysis and use of

results to inform continuous improvement in student learning and preparedness for success at the next level.

Classroom Observation Data

- Classroom observation data does not suggest that the district has been effective in establishing, supporting, and monitoring systems that ensure data is used to drive improvement in professional practice, resulting in verifiable improvement in student learning.
    - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 40% of classrooms.
    - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 42% of classrooms.
    - Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in 47% of classrooms.
    - Instances in which students demonstrated that they understood how their work was assessed were evident/very evident in 35% of classrooms.
    - Instances in which students were given opportunities to revise or improve work based on feedback were evident/not evident in 39% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data suggests that there are inconsistencies in the use of multiple assessments to determine improvement in student learning and school effectiveness in improvement planning.
    - 70% of staff agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
    - 52% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
    - 58% of agree or strongly agree with statement, “Our school has a systematic process for collecting, analyzing, and using data.”
    - 45 % of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
    - 40% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and revise curriculum.”
    - 42 % of staff agree or strongly agree with the statement, “In our school all staff members use student data to address the unique learning needs of all students.”
    - 52% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews as well as document and artifact review suggest that there is a lack of policies and procedures for analyzing data to determine verifiable improvement in student learning.

- Interviews and document review revealed that district and school staff has identified the development of policies and procedures for analyzing data as a next step to determining verifiable improvement in student learning.
- Interviews and document review indicated inconsistency in the use of results to design, implement, and evaluate outcomes of continuous improvement action plans related to student learning.
- Interviews showed that the district and school are in initial stages of data analysis.
- Interviews and artifact review revealed that there is no written protocol for the analysis and use of data to inform instruction or programs.
- Interviews and artifact review indicated that there are limited to no expectations for the collection, analysis, and application of learning from data analysis for learning support services, district, and school.
- Interviews of support staff and district personnel did not mention the use of data to inform decisions.
- An interview with the FCHS principal indicated the use of ACT benchmark data and KOSSA results to evaluate readiness for and predicted success at the next level.

Indicator	Improvement Priority
5.5	**Monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.**
Rationale	

Stakeholder Survey Data

- Stakeholder survey data suggests inconsistencies in the monitoring and communication process used to share information about student learning, system and school effectiveness, and the achievement of system and school improvement goals.
    - 70% of staff agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
    - 52% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
    - 58% of staff agree or strongly agree with statement, “Our school has a systematic process for collecting, analyzing, and using data.”
    - 45% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
    - 40% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and revise curriculum.”
    - 42% of staff agree or strongly agree with the statement, “In our school all staff members use student data to address the unique learning needs of all students.”
    - 52% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”

- 58% of staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews as well as document and artifact review suggest inconsistencies in the monitoring and communication process used to share information about student learning, system and school effectiveness, and the achievement of system and school improvement goals.
    - Stakeholder interviews revealed that there is limited evidence of substantive data analysis at FCHS.
    - A review of documents and artifacts demonstrated that there is some data analysis performed at the student level in Fleming County elementary and middle schools.
    - Interviews and a review of various documents showed minimal evidence of communication to stakeholders regarding student learning results, system and school effectiveness, and the achievement of system and school improvement goals.
    - Interviews and a review of documents revealed that limited communication delivery methods are utilized by the district to share information regarding student learning results, system and school effectiveness, and the achievement of system and school improvement goals with stakeholders.
    - Review of artifacts and documents as well as interviews do not indicate that the district has developed consistent processes and procedures for communicating performance results to parents and the broader community.

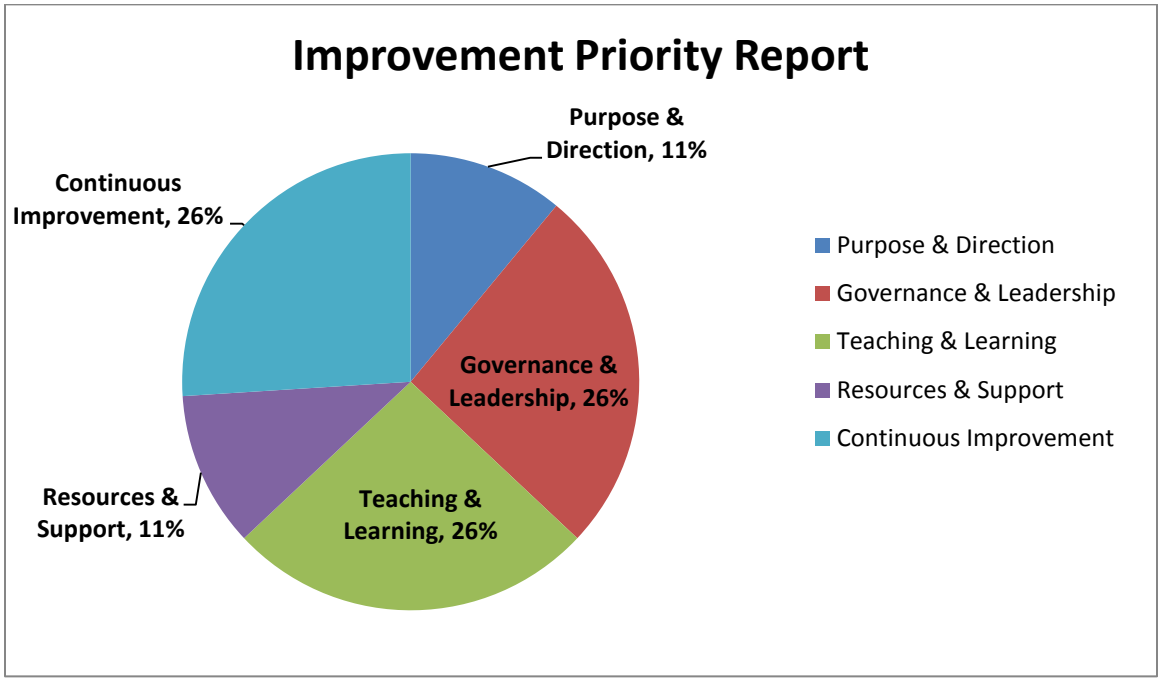
Part III: Addenda

Indicator Assessment Report		
Indicator	***District Rating***	***Review Team Rating***
1.1	2	1
1.2	1	1
1.3	2	2
1.4	2	2
2.1	2	1
2.2	2	1
2.3	2	3
2.4	2	1
2.5	2	1
2.6	2	1
3.1	2	2
3.2	2	2
3.3	2	2
3.4	2	1
3.5	2	2
3.6	2	1
3.7	1	1
3.8	2	2
3.9	1	1
3.10	2	1
3.11	2	2
3.12	2	2
4.1	2	2
4.2	2	2
4.3	2	2
4.4	1	1
4.5	2	2
4.6	2	2
4.7	1	1
4.8	1	2
5.1	1	1
5.2	2	1
5.3	2	1
5.4	2	1
5.5	1	1

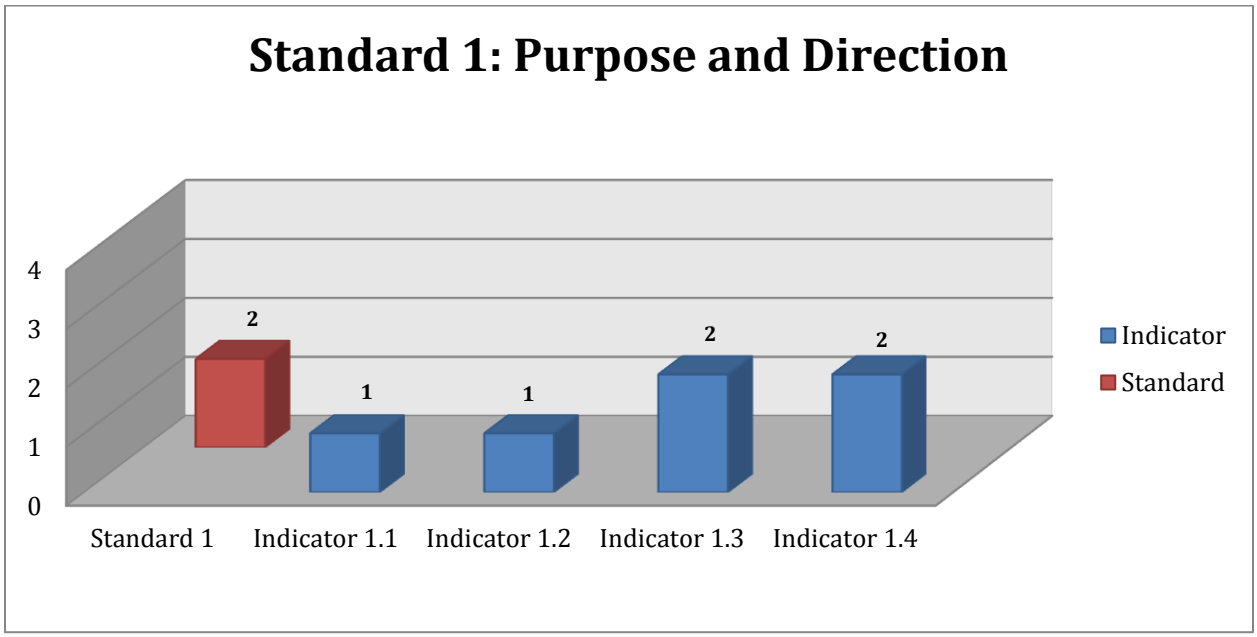
© 2014 AdvancED

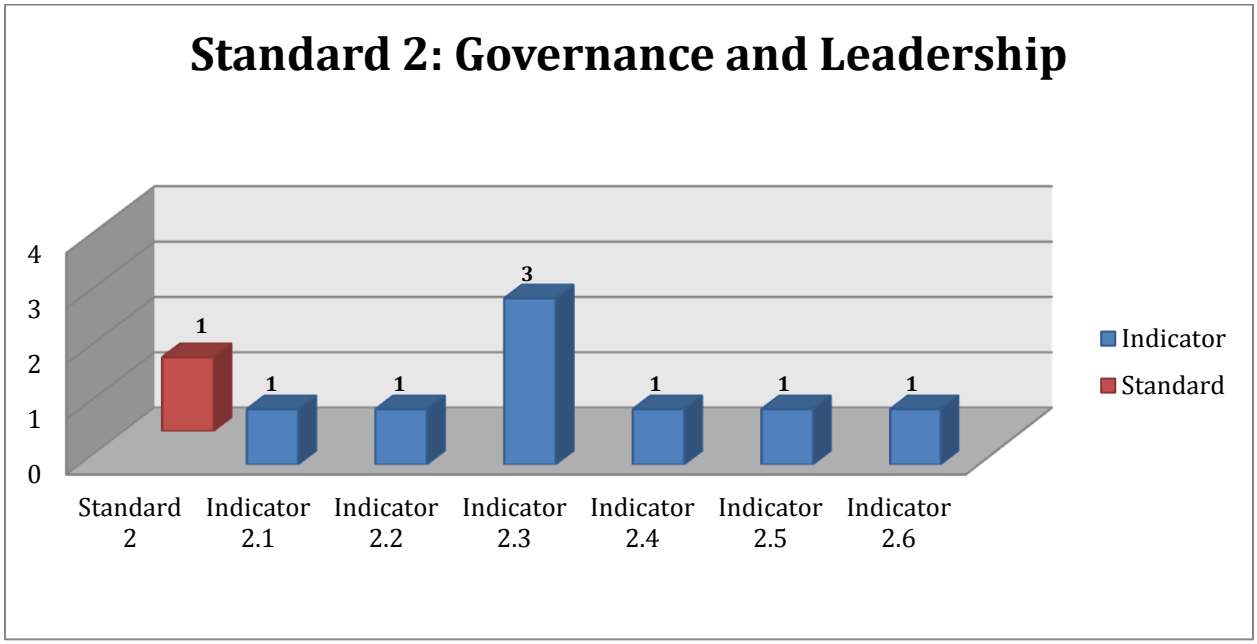
Diagnostic Review Team Visuals

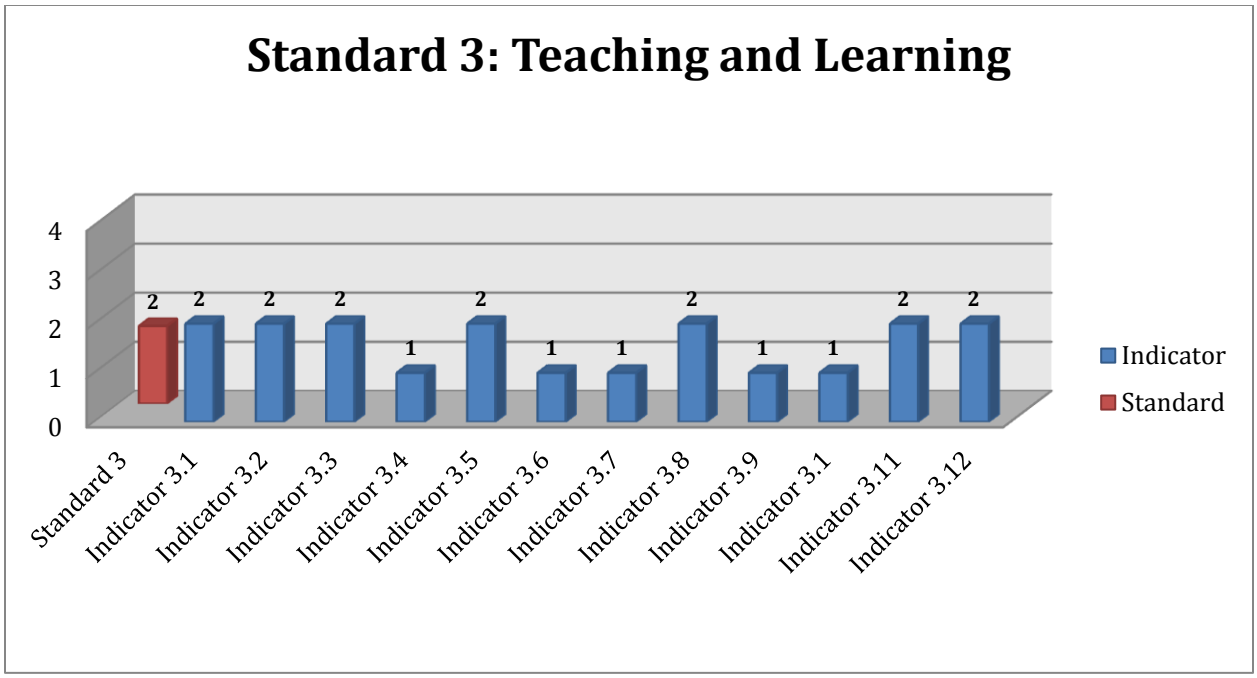
Percentage of Standards identified as Improvement Priorities

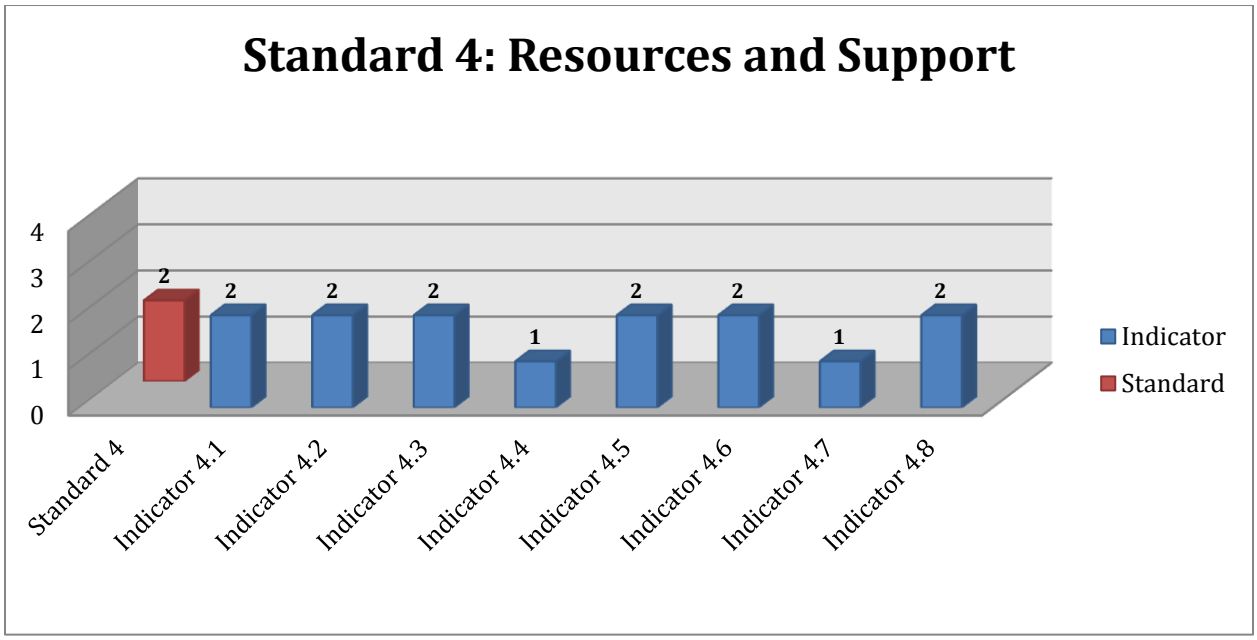


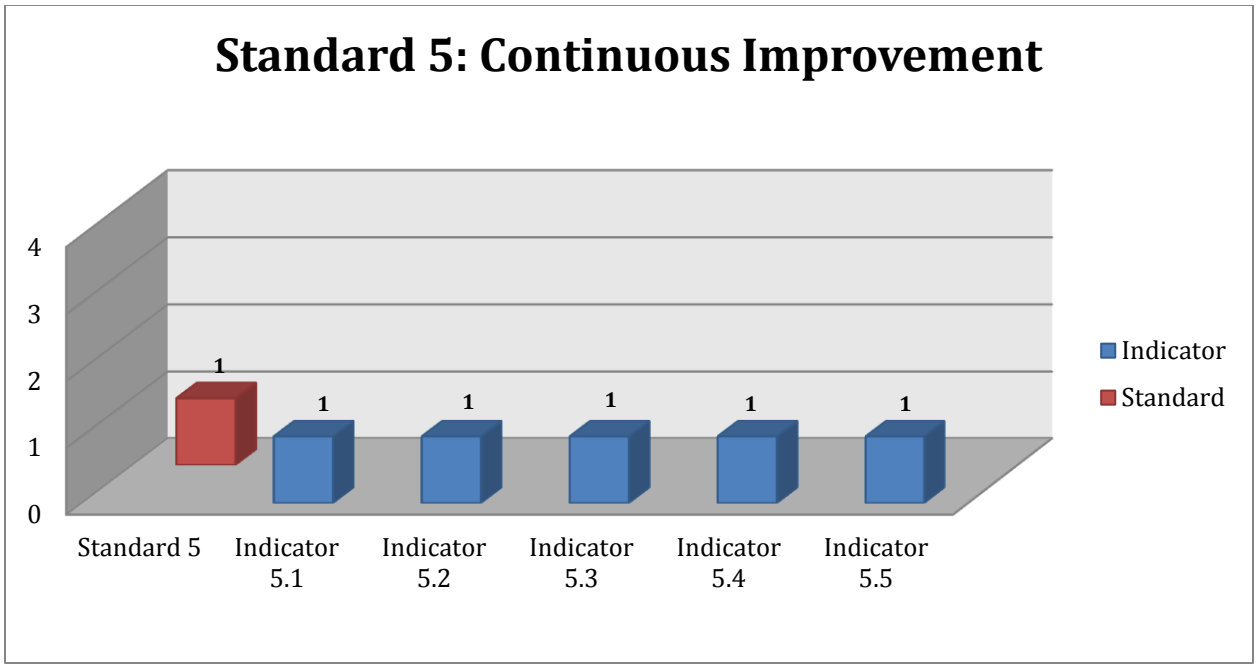
Average ratings for each Standard and its Indicators






Standard 3: Teaching and Learning
4
3
2
1
0
2
2
2
2
1
2
1
1
2
1
1
2
2
Standard 3
Indicator 3.1
Indicator 3.2
Indicator 3.3
Indicator 3.4
Indicator 3.5
Indicator 3.6
Indicator 3.7
Indicator 3.8
Indicator 3.9
Indicator 3.1
Indicator 3.11
Indicator 3.12
Indicator
Standard


Standard 4: Resources and Support
4
3
2
1
0
2
2
2
2
1
2
2
1
2
Standard 4
Indicator 4.1
Indicator 4.2
Indicator 4.3
Indicator 4.4
Indicator 4.5
Indicator 4.6
Indicator 4.7
Indicator 4.8
Indicator
Standard


Standard 5: Continuous Improvement
4
3
2
1
0
1
1
1
1
1
1
Standard 5
Indicator 5.1
Indicator 5.2
Indicator 5.3
Indicator 5.4
Indicator 5.5
Indicator
Standard

2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Fleming County School District.

Deficiency 1: There is a lack of clarity in the understanding of roles and responsibilities among central office staff.

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

District evidence:

- Interview Question Examples
- District Administration Flow Chart
- OEA Correspondence
- District Communication Plan

District comments:

Clarity and understanding of CO roles has improved in the past year due to actions taken by the superintendent to rectify the findings of OEA investigations of district administrators and board members pertaining to hiring practices and administrators lacking proper certifications. The superintendent has assigned duties to various district administrators for greater specificity in job descriptions and clarified the hiring process for new employees to correct loose and inappropriate practices used in the past. Several people in key positions (Finance Director, Special Education Director, Assistant to the Superintendent, Facilities Director, Transportation Director, Instructional Supervisor, Food Service Director) have, for various reasons, left the district. Some positions were absorbed by existing personnel and others were replaced through a rigorous hiring process that included the new job requirements.

Monthly principals' meetings are held with central office administrators in attendance.
The superintendent uses these meetings to stress the district's mission and focus initiatives such as improvement strategies for student and staff attendance, data analysis, and instructional improvement.

The superintendent has developed a District Communication Plan to improve communications between the central office, school administrators, district staff, parents, and community. Implementation of the plan has been much slower than anticipated. A current initiative is underway to adopt procedures based on recommended procedures from KSBA. When completed, the utilization of these adopted procedures will assist in further clarifying expectations and procedural duties for district administrators and program managers. There were no district procedures in place when the current superintendent was hired. The various departments and programs had been operating independently from each other with no clear focus on goals and mission. Administrators were approving their own expenditures and spending was rampant with no guidelines in place for supporting the needs of the students. More often than not, resources were used to support adults rather than students.

Finally, because of the seriousness of the financial difficulties and totally inadequate accounting procedures, the superintendent has worked closely with a financial consultant to revamp accounting procedures and collaboratively focus district resources toward helping students advance in academic performance and college/career readiness. The process of pulling each of these independent entities into a single collaborative team has been slow, but progress is occurring with only a handful of resistance at this point. Accounting procedures have improved to the point that program and project managers can be held accountable for budget management and success with their programs and initiatives.

Next steps identified by the district:

- Continue the work with finances to further ensure district fiscal stability.
- Continue to enforce administrator accountability toward achieving district mission/vision.
- Fully implement and utilize the district communication plan.
- Correct over/under staffing discrepancies through attrition and transfer of duties in district administrative ranks.
- Improve the effectiveness of principal and central office administrative team meetings.
- Develop new mission and vision statements that better express the beliefs of the current administration and district stakeholders (currently in progress).
- Development has begun to assemble and utilize parent and student advisory groups to help inform the superintendent in leadership efforts to develop the direction of the district and its purpose.

Team evidence:

- Review of policies and procedures
- Review of job descriptions
- Superintendent interview
- Interviews with staff
- Self-Assessments
- Stakeholder interviews
- District Communication Plan
- School and District Report Card
- Review of documents and artifacts
- Organizational Chart

Team comments:

- Since the last review, there continues to be a lack of clarity of expectations, roles, and responsibilities among central office staff.
- There appears to be inequity of job responsibilities among central office staff.
- There is a lack of transparent communication to all district and staff.
- Interviews of staff indicate that they are not held accountable for their area of responsibility and that little to no monitoring is occurring.
- From interviews and documentation, there appears to be lack of congruity among staff

responsibilities.

Deficiency 2: The school district and community do not have a shared understanding of the characteristics of high performing schools.

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

District evidence:
District Communication Plan
Board Meeting Presentations
Training Agendas
Community involvement in School/District Activities

District comments:
While our teaching and administrative staff has learned much about the characteristics of high performing schools, we have not done a good job of communicating our district goals to community members and other stakeholders. The most effective communication venue for our community has been through presentations at our board meetings and resulting newspaper articles. Each board meeting has both an instructional update from one of our schools and an Unbridled Learning report from our instructional supervisor. The instructional updates spotlight a successful school program or strategy that has had significant results. The Unbridled Learning reports have focused on the PGES pilot program and subjects such as standards-based report cards, common core standards, math and literacy collaborative initiatives, our Gates Integration work, etc. The superintendent began using a consistent message that our goal was to serve the needs of every student in every school to provide them with a quality education that would enable them to become college/career ready on opening day of the 2012-13 school year. He has continued to emphasize that message and goal in all leadership meetings and community group addresses since. We have included parent and community members in activities such as career days, our district Self-Assessment, tutoring programs, etc., but we are often preaching to the choir of stakeholders who are already involved and willing to become more involved in our schools. We have been unsuccessful in reaching stakeholders who hold low expectations for our schools and their own children's educational success. We still have much work to do in this area.

Next steps identified by the district:

- Involve parents of at-risk students in their child's educational process through open house venues, PTO organizations, volunteer work, and parent informational communications.
- Continue to develop parent and community advisor groups who can serve as district liaisons with our community.
- Focus on intentional implementation of the District Communication plan.
- Recruit community businesses that will support district initiatives through incentive support, displays in their businesses and marquee signs, and mentoring programs with students.

Team evidence:

- Superintendent overview
- Leadership Addendum
- Communication Plan
- Interviews with community members
- Interviews with district staff
- Mission, Vision, and Core Beliefs
- District and School Report Card
- Review of documents and artifacts

Team comments:

- The district does not understand how to connect with the community for support in addressing issues standing in the way of progress (i.e. budget cuts, paying for athletics, paying student fees)
- The district developed and scheduled 4 days of professional development focused on Math and Literacy Design Collaborative models.
- A district self-analysis team included members from all stakeholder groups who received training on the standards and participated in the Self-Assessment process.
- In December 2013, the superintendent formed a parent-student advisory committee to focus on the mission, vision and beliefs, but these committees have yet to meet.

Deficiency 3: The high school is not focused on high academic achievement for all students.

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

District evidence:

- 30-60-90 Plans
- CSIP
- Observation Documents
- PDSAs
- Quarterly Reports
- Administrative and Leadership Team Meeting Minutes
- PLC Calendar
- PLC Meeting Agenda/Minutes
- Principal PLC Meeting Notes
- Faculty Meeting Agendas
- CDT Agendas
- Staff Training Presentation PGES 3G
- Plus/Deltas For Meetings
- Walkthrough Data

- EOC Benchmark Assessments/Data Analysis/Improvement Plans for Pride Period and Classroom Instruction.
- PBIS Plan
- ELA & Math Curriculum Pacing Guides
- Formative Assessment Lessons/Teacher Reflection Guides/Student Work
- School Report Card
- Review of documents and artifacts

District comments:
The district has focused on district-wide improvement in academic performance with an emphasis on our priority high school. We have participated in the Gates Integration project and used that initiative to frame the focus, especially at the high school, through the integration of CC standards, PGES improvement domains, and best practices in Math and ELA strategies. Monitoring has been done through classroom walkthroughs and PLC work where data has been analyzed and instruction in best practice strategies has been provided. Our PD at the high school has focused on domains 2 & 3. All teachers are implementing literacy strategies in classes observed by peers and administrators. The ER staff has been used to assist in PLC meetings and to provide training when needed. Our Gates Integration coach has also been used to meet with leadership teams and PLC groups to clarify goal setting strategies and help teachers identify enduring skills and critical understandings. Teachers are better able to monitor student progress through more effective common, formative assessments. The high school has implemented benchmark assessments, which have helped teachers understand the value of formative assessment in predicting student performance outcomes. There has been an emphasis on peer observations to provide teachers opportunities to learn from and assist each other in instructional improvement. A group of administrators and teachers were given the opportunity to observe classrooms in another Gates partner school in Hillsborough County Schools in Tampa, Florida and bring fresh new ideas for instructional improvement back to our district. More and more of our high school teachers are utilizing the CIITS platform for uploading lesson plans. Most of our teachers are effectively utilizing the curriculum guides in ELA and math that our Curriculum Design Team has developed and refined over the last two years. The common curriculum allows for better collaborative work in designing effective lessons. Most of our teachers are utilizing formative assessments that include the use of spiraled review questions that allow checking for retention. Feedback from students is now being utilized in planning and improving delivery in classrooms at the high school.

Next steps identified by the district:

- The Gates Integration program has been a good vehicle to help focus on high quality instruction through learning literacy strategies and implementing effective Formative Assessment Lessons. Teachers have gained a lot of understanding, but we are still not seeing those learned strategies being utilized in all classrooms on a regular basis. We are beginning to review with a focus on basic Dufour PLC cycles to make high level instructional practice become a common everyday occurrence in all classrooms.
- Likewise, the emphasis on the PGES pilot work has afforded excellent learning opportunities for our teachers, but our focus needs to be on everyday utilization of the domains in classroom practice, especially domains 2 and 3.
- We will be focusing on collaborative development of common formative classroom assessments that provide teachers with data and information that truly guides instruction and differentiation for individual student needs.

- We will be training staff in every school with professional development provided by the ER team with an intentional progression into all phases of the PLC cycle.

Team evidence:

- Principal Interview
- Leadership Addendum
- Superintendent overview
- Staff and Community Interviews
- Surveys
- ELEOT Classroom Observations
- Standard Based Grading Documents
- School Report Card
- Review of documents and artifacts

Team comments:

- Interviews, observations, and review of documentation/artifacts indicate a decline in the sense of urgency at the high school after the first year of progress of state accountability
- Standard-Based Grading Policies are not being consistently implemented across the district.
- Student Data Notebooks are not being used consistently across the district.
- Few teachers differentiate or use high-yield instructional strategies to enhance student engagement in high school classrooms.
- The superintendent did not provide walkthrough reports to the teachers "due to the lack of capacity" of the staff conducting the walkthroughs.

Deficiency 4: Instructional practice in the high school is not of sufficient rigor to create high academic achievement.

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

District evidence:
ELA and Math Curriculum Pacing Guides
Lesson Plans in CIITS

District comments:
Some classroom teachers are demonstrating excellent instructional practices that are very rigorous and result in high student achievement. Math teachers in general tend to incorporate effective Formative Assessment Lesson Strategies (FALs) in their classrooms as a result of the Gates work. However, the majority of our high school teachers tend to revert back to "old ways" that are less engaging, rigorous, and effective in helping students perform at high levels. Teachers are able to effectively incorporate

literacy strategies for prescribed and scheduled assignments, but the same kind of strategies are not utilized on a continuing basis. There are pockets of success in all content areas which we are intentionally attempting to build on. Our Curriculum Design Team and our math and literacy content initiatives have helped develop several strong teacher-leaders on our high school staff. We need to develop a plan for sharing their expertise in a more effective way. The end-of-course benchmark assessments have been effective in helping teachers more effectively utilize student assessment data to help determine best practices in their classrooms. This process has been an eye-opener for many of our high school teachers.

Next steps identified by the district:

- Our high school needs to create a stronger protocol for its PLC work to create a laser-like focus on designing instructional strategies congruent with the level of rigor and skills development for the standards they teach.
- Our professional development plan must include training in specific content to aid teachers in raising rigor and student engagement in classroom activities that require active participation in challenging and experiential strategies.
- We must develop capacity in our school and district administrators to conduct classroom visits that will provide continuous, honest, constructive criticism for helping our teachers in their professional growth for becoming highly effective teachers.
- We must use the instructional coaches (written into our SIG grant) in very focused and intentional strategies to help classroom teachers raise the expectations for their students through challenging and rigorous classroom activities and strategies. Those coaches can be instrumental in monitoring instructional development and improvement that will prove the effectiveness in raising student performance.

Team evidence:

- Superintendent Overview
- Central Office Staff Interviews
- Leadership Addendum
- Principal Interviews
- ELEOT Classroom observations
- School Report Card
- Review of documents and artifacts

Team comments:

- As evidenced through observation data and interviews, there has been a decline in the sense of urgency at the high school after the first year of progress of state accountability.
- The superintendent did not provide walkthrough reports to the teachers “due to the lack of capacity” of the staff conducting the walkthroughs
- A common understanding of the use of effective instructional strategies is not consistent across the district, but was identified as pending for development and implementation.
- PLC protocols are not currently developed.
- PLCs are in the initial stages of development for data analysis in some content areas.
- Few teachers differentiate or use high-yield instructional strategies to enhance student

engagement in high school classrooms.

Deficiency 5: The classroom assessments at the high school are not consistently rigorous authentic or aligned with current academic standards.

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

District evidence:
Walkthrough Data
Lesson Plans
PD Plans and Notes

District comments:
This is probably the deficiency with the least progress. There are some teachers who have developed classroom assessments to a highly effective level. However, school wide improvement has not happened in this area. We still have too many teachers relying on textbook assessments in their classrooms, and the majority of the teachers are not ensuring congruency of their assessments with the demands of the standards. Most teachers are using daily formative assessment strategies such as bell-ringers, exit slips, etc., but very few actually utilize the formative assessments to guide instruction. Instead, they adjust instruction after chapter tests, unit tests, etc. There is a general deficit in skills/knowledge among our teachers in this area. Again, these kinds of skills should be developed collaboratively in PLC work and our current PLC protocol does not effectively address this work.

Next steps identified by the district:

- Develop a more effective PLC protocol that will guide teachers to a greater understanding of formative classroom assessment that reach the appropriate rigor level and skills development of the standards. We need to help teachers learn to break standards down to their key skills and required levels of rigor.
- Formative classroom assessment training must be provided in content-specific training sessions. Monitoring must be improved to make sure the training has been effective.
- We must provide teachers with modeled strategies for utilizing assessment data in the planning process for instruction and differentiation.

Team evidence:

- ELEOT Classroom Observations
- Interviews of central office and staff
- Principal interview
- Self-Assessment
- 30-60-90-150 Day Plan for Assessments
- School and District Report Card

- Review of documents and artifacts

Team comments:

- Classrooms observations consistently indicated a lack of assessments being used to modify instruction and improve student performance.
- PLC work was initiated at the end of February to focus on EOC Benchmark assessments.
- The EOC Benchmark PLC evidence shows a lack of consistency in rigor.
- There is ERL planned training for the LDC/MDC and formative assessments.
- The PLC work shows limited evidence to inform future instruction.
- There was not a comprehensive plan for analyzing the data in PLCs. PLCs are in their initial stages.

Deficiency 6: Teachers at the high school do not routinely collaborate in a common protocol to analyze student work for the purpose of informing instruction.

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

District evidence:
End of Course Action Plan
PLC Agenda
Integration Plan

District comments:
Our high school has provided scheduled time for teachers to work in collaborative groups (PLC, Big Rock Monitoring, Leadership groups). There are at least two opportunities each week for this work to take place. During the 2012-13 school year, there was too much dependency on ER staff to facilitate the work of PLCs and little or no development of staff to direct and facilitate their own work. During that year, most of the PLC time was spent on CASL and PLC protocol training, which was highly ineffective. Leadership must be developed within the PLC teams and we must develop a strong PLC protocol that produces an effective instruction/student learning cycle that includes analysis of student work that informs instruction. Our high school is still dominated by teachers who operate within their own vacuum, never realizing the advantages of collaborative process. The end-of-course benchmark assessments have been one of the most effective strategies utilized at the high school for advancing the understanding of the importance of student work data. While still in the early stages, the document provided from the U.S. History teachers outlining their “end of course action plan” shows the understanding gained from this activity. Social Studies is one of the lowest-performing departments in the school and it has been encouraging to see them begin to plan more effectively.

Next steps identified by the district:

- Continue the work with end of course benchmark assessments in which analysis of student work is used for intervention and informing instruction.

- Utilize similar standards-based assessments with all non-EOC teachers to produce the same understanding in designing effective instruction and intervention
- Develop a common protocol for analyzing student work and using it to inform instruction.

Team evidence:

- 5 Question Protocol for the EOC Benchmark Assessments
- Interview with Instructional Supervisor
- Principal Interview
- Interview with ERL
- Teacher Training – Protocol for Analyzing data
- Professional Development Evaluation Plan
- Coaching/Mentoring Plan
- Standard's Based Grading
- School Report Card
- Review of documents and artifacts

Team comments:

- There is no consistency of data analysis among and across grade levels.
- EOCs are the only areas having assessments analyzed – the principal indicated they would expand this analysis to other content areas.
- There is limited evidence that district leadership has provided high school teachers with real-time professional learning for analyzing results of various assessments.
- There is limited evidence that district leadership has monitored to ensure teachers have opportunities to collaborate on analysis of student work.
- There is limited evidence that any analysis is used to inform future instruction.
- There is no consistency in the coaching/mentoring plan.
- Standards-Based Grading is not consistently being used by all teachers at the high school.

Diagnostic Review Team Schedule

Fleming County Diagnostic Review District Schedule

Sunday, March 9, 2014

Time	Event	Where	Who
	(All Times EST)		
3:00 p.m.	Check-in	Hampton Inn 503 Market Pl Drive Maysville, KY 41056 Phone: (606) 759-0600	Diagnostic Review Team Members
3:30 p.m. – 7:00 p.m.	Orientation and Planning Session 3:30-3:45 Room Set Up and Informal Get Acquainted 3:45-4:00 Welcome, Introductions and work session and DR overview 4:00-4:30 Preliminary Ratings-Team members provide their final preliminary rating 4:30-4:45 Review Monday Schedule/interview assignments, Interview questions (edit as needed); Determine need for additional data, artifacts, interviews 4:45-5:15 Joint Meeting with High School DR Team o Introductions o Overview of High School Process o Monday schedule re: ELEOTS 5:15-5:30 Break 5:30 6:00 Diagnostic Review 101: DR process review, rating, writing OFI's, IP's PP's, evidence/data collection/documentation * 6:00-6:55 Team Members will each write and share one OFI(2) or IP(1) 6:55-7:00 Summary/review/questions	Hotel Conference Room	Diagnostic Review Team Members
7:00- 8:00	Dinner with Team		Diagnostic Review Team Members

Monday, March 10, 2014

Time	Event	Where	Who
7:00	Breakfast	Hotel	Diagnostic

			Review Team Members
7:30	Depart for district offices		
8:00	Team arrives at district office	District office	Diagnostic Review Team Members
8:15 – 9:45	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here. This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?	District office conference room ?	Diagnostic Review Team Members
9:45 – 10:00	Break	District office	Diagnostic Review Team Members
10:00 – 11:00 a.m.	Superintendent interview	District office conference room	Diagnostic Review Team Members
11:00 – 11:45	**Individual interviews with district office staff**	District office	Diagnostic Review Team Members
	Instructional Supervisor/Gifted/Talented Coordinator	Office	Diagnostic Review Team Members
	Director of Pupil Personnel, FRYSC, Health Services	Office	Diagnostic Review Team Members
	Student Observations	High School	Diagnostic Review Team Members
	Student Observations	High School	Diagnostic Review Team

			Members
11:45 a.m.-12:30 p.m.	**Lunch**	TBD	Diagnostic Review Team Members
12:30 – 4:45	**Individual Interviews with district office staff and board of education members**		
12:30 – 1:00	Newspaper Reporter	District Office	Diagnostic Review Team Members
	Personnel Dir./ Fed. Program Director/Safe Schools Coordinator	District Office	Diagnostic Review Team Members
	Special Ed. Director	District Office	Diagnostic Review Team Members
	Instructional Tech Director/SBDM Coordinator	District Office	Diagnostic Review Team Members
	Homebound Instructor	District Office	Diagnostic Review Team Members
	Student Observations	High School	Diagnostic Review Team Members
	Student Observations	High School	Diagnostic Review Team Members
1:00 – 1:30	Chief Information Officer	Office	Diagnostic Review Team Members
	Sheriff	District Office	Diagnostic Review Team Members
	County Judge Executive	District Office	Diagnostic Review Team Members
	Transportation Director		Diagnostic Review Team Members
	Maintenance Director		Diagnostic Review Team Members
	Student Observations	High School	Diagnostic Review Team Members
	Student Observations	High School	Diagnostic Review Team Members
1:30 – 2:00 p.m.	Tech Integration Specialist	District Office	Diagnostic Review Team Members
	Energy Manager	District Office	Diagnostic Review Team Members
	Maintenance	District	Diagnostic

	Custodian	Office	Review Team Members
	People's Bank	District Office	Diagnostic Review Team Members
2:00 – 2:30 p.m.	Secretaries	District Office	Diagnostic Review Team Members
	Secretaries	District Office	Diagnostic Review Team Members
	Construction Co. Owner	District Office	Diagnostic Review Team Members
	Cheap's Chevolet- Owner	District Office	Diagnostic Review Team Members
2:30 - 3:00 p.m.	Computer Maintenance Technicians	District Office	Diagnostic Review Team Members
	Mechanics		Diagnostic Review Team Members
	ERL for High School		Diagnostic Review Team Members
3:00 – 3:30 p.m.	Team Return to Hotel	Hampton	
4:00 – 4:30 p.m.	Newspaper Reporter	District Office	Diagnostic Review Team Members
4:00 – 5:00 p.m.	Review Day and Set up for Evening Work Session	Hampton Work Room	Diagnostic Review Team Members
5:00 - 6:00 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:00 – 8:000p.m.	Evening Work Session #2 • Review findings from Monday • Team members working in pairs re-examine ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members
Time ?	Joint meeting with Caverna High School Diagnostic Review Team • Review ELEOT Data • School standards leads meet with district standards leads to discuss preliminary ratings, evidence being used to support the ratings, identify unanswered questions • District team and school team meet to answer guiding questions about district expectations, support, and monitoring		

Tuesday, March 11, 2014

Time	Event	Where	Who
7:00	Breakfast	Hotel	Diagnostic Review Team Members
7:30	Depart hotel for the school	High School	
8:00 a.m.	Team arrives at Fleming High School	Principal's Office	Diagnostic Review Team Members
	District Office **8:00 Interviews:** • Medical Doctor • Parent/ Community Worker	District Office	
8:15– 9:15	Interview Principal	Principal's Office	Diagnostic Review Team Members
9:15 – 9:45	Tour of the building led by the principal	High School	Diagnostic Review Team
9:45	Return to District Office		
10:00	State Assistance Manager	District Office	Diagnostic Review Team
10:15 – 11:00	**Standard 3 discussion** Superintendent Instructional Supervisor Special Ed Director	District Office	Diagnostic Review Team Members
10:30 – 11:15	**Standard 1 and 2 discussion** Superintendent	Superintendent 's office	Diagnostic Review Team Members
11:15 -12:30	**Lunch**	TBD	Diagnostic Review Team Members
12:30 – 1:15	**Standard 5 discussion** Instructional supervisor Special Ed Director	District Office	Diagnostic Review Team Members
12:30 – 1:15	**Standard 4 discussion** Instructional supervisor Special Ed Director	District Office	Diagnostic Review Team Members
1:15 -3:30 p.m.	Continue review of artifacts and documentation	District Office	Diagnostic Review Team Members
Additional Interviews			
3:30 – 4:00	Team returns to hotel		
4:00 – 4:30	Newspaper Reporter	District Office	Diagnostic Review Team Members
4:30 – 5:30	School and district Team Leaders Meeting to discuss: • Final ELEOT Ratings • Preliminary indicator ratings • Powerful Practices • Opportunities for Improvement • Improvement Priorities	Hotel	Diagnostic Review Team Members

	• Recurring Themes		
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 • Review findings from Tuesday • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level • Improvement Priorities – • Learning Environment ratings Team member discussion around: • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. • Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. • Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, March 12, 2014

Time	Event	Where	Who
7:00	Breakfast	Hotel	
8:00	Check out of hotel and prepare to depart for the district offices	Hotel	Diagnostic Review Team Members
8:30	Team meeting Agenda TBD	Hotel meeting room	Diagnostic Review Team
9:00 – 9:45	KDE Leadership Meeting	Hotel meeting room	Diagnostic Review Team
9:45 – 10:15	Travel to district offices		
10:15 – 11:30	Continue interviews, review of artifacts and documents		
Working Lunch 11:30 – 2:00	Team members review: • All standards workbooks • Opportunities for Improvement • Powerful Practices	District office	Diagnostic Review Team Members

	• Improvement Priorities • Leadership Assessment Addendum		
2:00 – 2:30	Exit Report with the superintendent The Exit Report will be a brief meeting for the Lead Evaluators and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school or system make evaluative statements or share any information from the Diagnostic Review Team report.	District office	Team Leaders

About AdvancED

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, along with 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 (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

References

Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.

Baumert, J., et al. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.

Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.

Colbert, J., et al. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.

Conley, D.T. (2007). *Redefining college readiness* (Vol. 3). Eugene, OR: Educational Policy Improvement Center.

Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students.* Los Angeles, CA: Center on Educational Governance, USC.

Dembosky, J.W., et al. (2005). *Data driven decisionmaking in Southwestern Pennsylvania school districts*.Working paper. Santa Monica, CA: RAND.

Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.

Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.

Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An

analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, *8*, 373-398.

Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.

Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.

Guskey, T., (2007). Closing achievement gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". *Journal of Advanced Academics.* 19 (1), 8-3.

Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.

Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.

Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.

Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.

McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.

Pan, D., et al. (2003). *Examination of resource allocation in education: connecting spending to student performance.* Austin, TX: SEDL.

District Diagnostic Review Summary Report

Fleming County

School District

3/9/2014 – 3/12/2014

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

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

District Authority:

District leadership does not have the ability to manage the intervention of Fleming County High School.

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

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Fleming County School District and the internal review report for Fleming County High School.

Superintendent, Fleming County

_____Date:_____