

DIAGNOSTIC REVIEW REPORT
FOR
KNOX CENTRAL HIGH SCHOOL

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40906

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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.

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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.....	13
Standard 3: Teaching and Assessing for Learning.....	21
Standard 4: Resources and Support Systems	36
Standard 5: Using Results for Continuous Improvement	41
Part II: Conclusion	511
Summary of Diagnostic Review Team Activities	51
Report on Standards	52
Report on Learning Environment.....	53
Improvement Priorities	63
Part III: Addenda	67
Diagnostic Review Visuals.....	68
2013 Leadership Assessment/Diagnostic Review Addendum	71
Diagnostic Review Team Schedule	80
About AdvancED	86
References	87

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 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.

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 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.

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 institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • 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
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • 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
1.3	The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • 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
1.1	Engage in a systematic, collaborative process with all appropriate stakeholders (including community and faculty representatives) to formally and effectively communicate the school’s purpose and direction in the context of student performance results. Regularly monitor this process for effectiveness. Determine the degree to which the school’s existing statements of purpose and direction are serving to focus and guide decision-making with respect to meeting the needs of all students, especially those of current Novice and Apprentice learners, and use the results of this examination to inform possible revisions.
Rationale	

Student Performance Data

- Knox Central High School’s state accountability scores rose from 46.8 (16th percentile) in 2012 to 52.6 (40th percentile) in 2013. This increase was primarily due to improvement in the college and career readiness index, graduation rate, and writing accountability, with more limited improvement

in some areas of the overall core academic program (e.g., social studies and Language Mechanics). Student accountability scores fell in the core academic areas of reading, mathematics, and science.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

- The percentages of students performing at the Novice or Apprentice levels in core academic areas remains high.
 - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
 - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
 - 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
 - 2013 social studies achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.
 - 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.

- While Knox Central's ACT composite for 2013 of 17.6 demonstrates growth of 0.2 points, it is 1.6 points below the state average, but 0.3 points above the Knox County district average.

- The percentage of Knox Central students meeting ACT benchmarks in 2013 rose in all areas compared to 2012 ACT benchmark data. In English, 43.0% of students met the ACT benchmark, demonstrating an increase of 0.3%. In mathematics, 30.2% of students met the ACT benchmark, demonstrating an increase of 4.5%. In reading, 30.8% of students met the ACT benchmark, demonstrating an increase of 1.0%.

Classroom Observation Data

- The degree to which a clear connection exists between the school's articulated vision statement and classroom activities, instructional approach, etc. is somewhat limited.

- Observers noted some use of varied instructional strategies, student-centered and directed learning, and differentiated classroom instruction. However, these were not observed school wide.

Stakeholder Survey Data

- Possible leverage points for improvement from the 2013 TELL KY Survey:
 - 58% of teachers agree or strongly agree that the school maintains clear, two-way communication with the community.
 - 70% of teachers said that they devoted 0 to 1 hour per week to communicating with parents/guardians and/or the community.
 - 40% of teachers agree or strongly agree with the statement, “Parents/guardians are influential decision makers in this school.”
 - 26% of teachers agree or strongly agree that parents/guardians support teachers, contributing to their success with students.
- Conversely, according to the AdvancED staff survey, 90% of teachers agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from stakeholders.”
- Additionally, according to the AdvancED staff survey, 78.48% of teachers agree or strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”
- According to the AdvancED parent survey, 69.18% of parents¹ agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents.”

Stakeholder Interviews

- Students, staff members, parents, and community members could articulate the school vision of college and career readiness for all students.

Documents and Artifacts

- Knox Central High School has a vision statement (“All Students College and Career Ready”) and a mission statement (“Knox Central High School will prepare students with a twenty-first century foundation for a successful future through innovative ideas and positive opportunities to be productive citizens.”)
- The School Communication Plan articulates the vision and a plan for “meaningful two-way communication with all stakeholders.” However, it does not address widespread community stakeholder involvement in mission/vision statement creation or revision.

¹ 146 parents responded to the survey. In a school of approximately 850 students, this is slightly less than the desired minimum return 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	Opportunity for Improvement
1.2	Implement a collaborative, intentional process that includes all appropriate stakeholders (including students and all faculty members) to systematically connect the school's shared values and beliefs about teaching and learning to classroom instructional practices that support challenging, equitable educational programs and learning experiences for all students.
Rationale	

Student Performance Data

- Performance data does not suggest that the majority of students are on track to manage a college-level academic program, contradicting Knox Central's currently articulated mission and vision statements.
- The PLAN assessment is administered to determine college readiness of 10th grade students. The table below compares percentages of Knox Central students meeting ACT college readiness benchmarks to district and state percentages.

	School	District	State
English	61.2%	56.2%	67.8%
Mathematics	12.5%	12.0%	25.8%
Reading	32.6%	28.2%	43.2%
Science	18.3%	15.9%	21.2%

- The 2013 Kentucky Council on Postsecondary Education (CPE) College Readiness benchmarks on the ACT indicated Knox Central High School's students achieved proficiency levels somewhat higher than district averages, but still lower than state percentages.

	School	District	State
English	43.0%	38.4%	53.1%
Mathematics	30.2%	26.4%	39.6%
Reading	30.8%	28.3%	44.2%

Classroom Observation Data

- The connection between the school's formal vision statement and classroom activities, instructional approaches, etc. that were observed is somewhat limited.
- Using the Effective Learning Environment Observation Tool (ELEOT), overall ratings of 2.1 in Equitable Learning, 2.3 in Active Learning, 2.1 in High Expectations, 2.4 in Supportive Learning, 2.2 in Progress Monitoring, 2.7 in Well-Managed Learning, and 1.3 in Digital Learning (using a 4 point scale) indicate leverage points for improvement to demonstrate a connection between classroom practice and the stated vision of college and career readiness for all students.

Stakeholder Survey Data

- Surveys suggest that Knox Central staff members are highly satisfied with the school’s formal mission and vision statements.
 - In the AdvancED staff survey, 97.5% of staff agree or strongly agree with the statement, “Our school’s purpose statement is clearly focused on student success.”
- According to the AdvancED parent survey, 75.52% of parents¹ agree/strongly agree, “All of my child’s teachers give work that challenges my child.”
- Student survey results indicate leverage for possible areas of improvement.
 - 58.13% of students agree or strongly agree that school motivates them to learn new things.
 - Only 40.77% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Indicator	Opportunity for Improvement
1.3	<p>Implement collaborative, clearly communicated and focused, and consistently monitored school improvement planning processes to ensure that they provide singular direction for improving performance as well as the conditions that support learning at the school. Ensure that the process 1) is well documented, 2) is systematic and continuous, 3) meaningfully engages representatives from all stakeholder groups, including all faculty members, 4) is “results” driven as opposed to “compliance” driven, and 5) is regularly evaluated for effectiveness in improving performance and learning conditions.</p>
Rationale	

Student Performance Data

While student performance data indicates improvement in many areas on state-mandated assessments, the percentage of students scoring at Novice or Apprentice levels reflects that the school improvement process is not continuous or school wide.

- The percentages of students performing at Novice or Apprentice levels in core academic areas remain high.
 - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
 - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
 - 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
 - 2013 social studies achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.

- 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
 - 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.
 - 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.
- While Knox Central's ACT composite for 2013 of 17.6 demonstrates growth of 0.2 points, it is 1.6 points below the state average, but is 0.3 points above the Knox County district average.
 - This data suggests disparity between documented processes, the school's stated mission, vision, and student performance results.

Classroom Observation Data

- Classroom observation data does not suggest that the school has established highly effective continuous improvement processes that support improvement in professional practice, student learning, and the conditions that support learning.
 - It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in 53% of classrooms.
 - It was evident/very evident that students were tasked with activities and learning that was challenging but attainable in 41% of classrooms.
 - It was evident/very evident that students were provided exemplars of high quality work in 14% of classrooms.
 - It was evident/very evident that students were engaged in rigorous coursework, discussions, and/or tasks in 32% of classrooms observed.

Stakeholder Survey Data

- Staff surveys suggest general satisfaction with existing improvement planning processes.
 - 91.25% of staff strongly agree or agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
 - 72.73% of staff members strongly agree or agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."
- Student survey data suggest possible leverage points for further development of the school's continuous improvement planning processes.
 - 62.27% of students strongly agree or agree with the statement, "In my school, teachers work together to improve student learning."
 - 46.48% of students strongly agree or agree with the statement, "My school considers students' opinions when planning ways to improve the school."

- 41% of students strongly agree or agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that the majority of students do not perceive that teachers adjust curriculum, instruction, or assessment practices based on needs.
- Only 38.82% of students strongly agree or agree with the statement, “In my school, all students are treated with respect.”

Stakeholder Interviews, Document and Artifact Review

- Documentation of a process to improve student learning and the conditions that support student learning (e.g., School Communication Plan, Leadership Team meeting agendas and minutes, quarterly reports) exists, but student performance data does not correlate with the documented process.
- Most stakeholders articulated that a regular, systematic, school-level walkthrough process existed, although teacher perceptions of meaningful walkthrough feedback varied.
- Stakeholder interviews and artifact review suggested involvement in many worthwhile endeavors to improve professional practice in support of student success. However, some evidence also suggested that singular focus on any one of these myriad endeavors was difficult.

Other Pertinent Information

- The provided communication flowchart is out of date (e.g., contains names of staff members no longer employed by, or serving in indicated roles, at Knox Central High School).

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 must 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.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.3

Indicator	Source of Evidence	Performance Level
2.1 The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Advisory Council Policies • Stakeholder interviews • Staff handbook • Student handbook • School and classroom observations • Interviews with principal and administrative team • 2012 Leadership Assessment • Stakeholder survey data • Student performance data 	3
2.2 The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Advisory Council Policies and other documentation • Stakeholder interviews • Classroom and school observations • Interviews with principal and administrative team • Stakeholder survey data 	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • School and classroom observations • Interviews with principal and administrative team • Stakeholder interviews • Stakeholder survey data 	3
2.4	Leadership and staff foster a culture consistent with the school’s purpose and direction.	<ul style="list-style-type: none"> • Advisory Council Policies • Stakeholder interviews • Staff handbook • Student handbook • School and classroom observations • Interviews with principal and administrative team • 2012 Leadership Assessment • Stakeholder survey data • Student performance data 	2
2.5	Leadership engages stakeholders effectively in support of the school’s purpose and direction.	<ul style="list-style-type: none"> • Advisory Council Policies • Stakeholder interviews • Staff handbook • Student handbook • School and classroom observations • Interviews with principal and administrative team • 2012 Leadership Assessment • Stakeholder survey data • Student performance data 	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Advisory Council Policies • Stakeholder interviews • Staff handbook • Student handbook • School and classroom observations • Interviews with principal and administrative team • 2012 Leadership Assessment • Stakeholder survey data • Student performance data 	2

Indicator	Opportunity for Improvement
2.2	<p>Clarify roles and responsibilities of the principal, superintendent, and Advisory Council in the decision making process used by the school to establish, review and revise school policy, determine funding priorities, set improvement goals, etc. Ensure that the decision-making process used by administration, with input from the Advisory Council, 1) is focused on student achievement and success, 2) helps prepare for the restoration of the Council’s decision-making authority in the future, and 3) includes strategies for effectively communicating decisions and actions to all stakeholders. Further, ensure that Advisory Council members participate in formal professional development regarding their roles and responsibilities.</p>
Rationale	

Stakeholder interviews, document and artifact review:

- Interviews and documentation reveal that the principal, with input from the Advisory Council, has engaged in policy review and revision. The principal indicated that 10 policies had been reviewed and updated. Other policies are in the process of being reviewed.
- The extent to which the policy review/revision process has also examined compliance to state and local board requirements is not apparent.
- School policies do not address the need for Advisory Council members to be trained annually, similar to SBDM Council member training.

- Interviews did not reveal that stakeholders understood how financial allocations were determined or what role the Advisory Council played in making budget decisions.

Other Pertinent Information

- The principal expressed a willingness to become more transparent and is working with the Kentucky Association of School Councils to ensure policies are in compliance.
- An Advisory Council review has been conducted for the purpose of aligning policies to the school’s formal statements of mission and vision.
- There is no evidence to indicate that the superintendent (or designee) is involved in the work of the Advisory Council or the role the district office is playing in the school decision-making process.

Indicator	Opportunity for Improvement
2.4	Further shape a culture of mutual respect and trust that encourages, supports and expects all students to be held to high standards in all courses of study, fosters collective accountability for student learning among all stakeholders, and consistently supports innovation, collaboration, shared leadership and rigorous professional development.
Rationale	

Classroom Observations

- Classroom observation data does not suggest that students are consistently held to high expectations in all classrooms.
 - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in only 41% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions and or/tasks were evident/very evident in 32% 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 28% of classrooms

Stakeholder Survey Data

- In regard to school climate and culture, TELL Kentucky Survey results are lower than state or district averages and may represent a leverage point for additional improvement.
 - 77% of respondents feel there is a shared vision.
 - 52% of respondents feel there is a climate of trust and respect.
 - 74% of respondents feel there is community support and involvement.
 - 71 % of respondents feel that the leadership supports teachers.

- AdvancED survey data, while generally favorable, may also suggest leverage points for improvement.
 - 74.68% of staff agree or strongly agree with the statement, “Our school leaders hold themselves accountable for student learning.”
 - 70.89% of staff agree or strongly agree with the statement, “Our school leaders hold all staff members accountable for student learning.”
 - 70.13% of staff agree or strongly agree with the statement, “All teachers in our school use consistent and common grading policies across grade levels and courses based on clearly defined criteria.”
 - 51.94% of staff agree or strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”

Stakeholder Interviews

- Stakeholder interviews revealed a strong sense of community and outreach initiatives to actively involve and increase parent participation. Interviews also reflect that initiatives have been implemented with varying degrees of results.
- Interviews indicate that the principal and school leaders have endeavored to create a strong sense of collaboration and teamwork. However, a portion of the faculty is not fully participating in this community.

Indicator	Opportunity for Improvement
2.5	Evaluate the effectiveness of current systems and processes used by the school to engage all stakeholders in support of the school’s purpose and direction. Use the results of this evaluation to improve stakeholder communication and build a stronger sense of community and ownership in school success among parents, students and staff.
Rationale	

Stakeholder Survey Data

- Review of surveys, supporting documents, and artifacts reveal that school leaders have taken steps to improve parent and community engagement. The extent to which these efforts have yielded favorable results is limited. 2013 TELL Kentucky Survey results, which are lower than state and district averages in regard to parent engagement, suggest possible leverage points for improvement:
 - 74% of teachers feel there is strong community support and involvement.
 - 77% of teachers feel there is a shared vision at the school.
 - 46% of teachers feel the community is supportive of the school.
 - 40% of teachers believe community members support teachers, contributing to their success with students.
- AdvancED survey results also indicated possible leverage points for improvement with regard to parent engagement.

- 51.94% of staff agree or strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
- 46.28% of students agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- 50.83% 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.”

Stakeholder Interviews, Document and Artifact Review

- Artifacts such as newsletters, community outreach programs, (e.g. YSC, Angel Tree program, ROTC Veterans Day activities), show that there has been an effort to increase community relations and improve Knox Central’s image.
- Stakeholders report that the principal has made a concerted effort to reach out to the community and increase parent involvement.
- Parent interviews reflected an increase of communications from the school and efforts to reach out to the broader community.
- The principal indicated that a parent-teacher organization existed, but was inactive.
- The principal has initiated ways to increase parent involvement during Open House and parent teacher conferences. Initiatives include giving away tickets to ball games and development of a parent/teacher/student organization. These initiatives have had limited success.

Other Pertinent Information

- Knox Central rated themselves a 2 on the Self-Assessment for this indicator and the Diagnostic Review team agrees with this rating.

Indicator	Opportunity for Improvement
2.6	Further refine staff supervision and evaluation processes to ensure they result in improved professional practice and higher levels of student success.
Rationale	

Student Performance Data

- While improvement in student performance has occurred in the last two years, the data does not suggest that the school has been highly effective in creating and implementing evaluation, supervision, and monitoring processes that ensure all students are provided equitable and challenging learning experiences leading to next level success, including college and career readiness.
 - Knox Central High School’s state accountability scores rose from 46.8 (16th percentile) in 2012 to 52.6 (40th percentile) in 2013. This increase was primarily due to improvement in the college and career readiness index, graduation rate, and writing accountability, with more limited

improvement in some areas of the overall core academic program (e.g., social studies and Language Mechanics). Student accountability scores also fell in the core academic areas of reading, mathematics, and science.

- The percentages of students performing at Novice or Apprentice levels in core academic areas remain high. Reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels and mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels in 2013.
- Additionally, while Knox Central's ACT composite for 2013 of 17.6 demonstrates growth of 0.2 points, it is 1.6 points below the state average, but is 0.3 points above the Knox County district average.
- The percentage of Knox Central students meeting ACT benchmarks in 2013 rose in all areas compared to 2012 ACT benchmark data.
 - In English, 43.0% of students met the ACT benchmark, demonstrating an increase of 0.3%.
 - In mathematics, 30.2% of students met the ACT benchmark, demonstrating an increase of 4.5%
 - In reading, 30.8% of students met the ACT benchmark, demonstrating an increase of 1.0%.

Classroom Observation Data

- Classroom observation data suggests that processes intended to result in systematic use of highly effective instructional strategies across the school are not entirely effective.
 - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in 32% 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 28% of classrooms.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 27% of classrooms.
 - Instances in which students were actively engaged in learning activities were evident/very evident in 59% of classrooms.
 - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms.

Stakeholder Survey Data

- Survey data suggests that the staff is satisfied with the existing process for evaluation.
 - 89.88% of staff agree or strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
 - 74.68% of staff agree or strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
- Student survey data provides insights into some possible areas for improvement.

- 70.39% of students agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
- 65.84% of students agree or strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- 61.29% of students indicated that they agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”

Stakeholder Interviews, Document and Artifact Review

- A review of artifacts reflects that the Advisory Council has developed and revised many policies during the past year with a meaningful and focused approach towards improvement of instructional practices.
- Teachers indicated instructional practices have improved due to a more systematic approach in observations.
- Teacher interviews reflect an increase in supervision (e.g., classroom walkthroughs).
- The principal and associate principals are participating in the new Professional Growth and Evaluation System (PGES) training.
- Effectiveness of processes used to monitor classroom instruction beyond direct observations (e.g., lesson/unit plan review, examination of student work, review of formative or common assessment results, etc.) is not clear.

Other Pertinent Information

- The Knox Central Self-Assessment reflects a rating of 2 for this indicator, and the team concurs.

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.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2.2

Indicator	Source of Evidence	Performance Level
3.1 The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Review of documents and artifacts • ELEOT Classroom Observation data • Stakeholder survey data • Stakeholder interviews • KDE School Report Card • Self-Assessment • Executive Summary • 2012 Leadership Assessment 	2
3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Review of documents and artifacts • KDE School Report Card • KDE School Report Card • Self-Assessment • Executive Summary • 2012 Leadership Assessment • Stakeholder survey data • Stakeholder interviews 	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> Review of documents and artifacts ELEOT Classroom Observation data Stakeholder survey data Stakeholder interviews KDE School Report Card KDE School Report Card Self-Assessment Executive Summary 2012 Leadership Assessment 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> Review of documents and artifacts KDE School Report Card Stakeholder survey data KDE School Report Card Self-Assessment Executive Summary 2012 Leadership Assessment Stakeholder interviews 	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> Review of documents and artifacts KDE School Report Card Stakeholder survey data KDE School Report Card Self-Assessment Executive Summary 2012 Leadership Assessment Stakeholder interviews 	3
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> Review of documents and artifacts ELEOT Classroom Observation data KDE School Report Card Self-Assessment Executive Summary 2012 Leadership Assessment Stakeholder survey data Stakeholder interviews KDE School Report Card 	2

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Interview feedback • ELEOT Observation Data • KDE School Report Card • PD Documents • Teacher evaluations of Professional Development • KDE School Report Card • Self-Assessment • Executive Summary • 2012 Leadership Assessment 	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • KDE School Report Card • AdvancEd Stakeholder Survey Data • Stakeholder Interviews • KDE School Report Card • Self-Assessment • Executive Summary • 2012 Leadership Assessment 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • AdvancEd Student Survey • Stakeholder Interviews • Master schedule • KDE School Report Card • Self-Assessment • Executive Summary • 2012 Leadership Assessment 	3
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.	<ul style="list-style-type: none"> • AdvancEd Stakeholder Surveys • Course Syllabi • School Based Grading Announcement sent to parents • Stakeholder Interviews • KDE School Report Card • Self-Assessment • Executive Summary • 2012 Leadership Assessment 	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> Professional Development Policy 03.19 KDE School Report Card Self-Assessment Executive Summary 2012 Leadership Assessment Rigor and Relevance PD Session Evaluation Responses Professional Growth Protocol Staff Survey 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> Self-Assessment KDE School Report Card KDE School Report Card Self-Assessment Executive Summary 2012 Leadership Assessment AdvancEd Stakeholder Survey Stakeholder Interviews 	2

Indicator	Opportunity for Improvement
3.1	Establish a systematic process to evaluate, revise, and monitor the school’s curriculum to ensure that it delivers equitable and challenging learning experiences that provide all students with sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
Rationale	

Student Performance Data

Student performance data does not demonstrate that the curriculum is providing challenging learning to all students.

- The school’s 2013 NAPD (Novice, Apprentice, Proficient, Distinguished) calculation for the non-duplicated gap group is lower than the state average in all content areas. The NAPD calculation for the non-duplicated group decreased in all areas except social studies and writing from 2012 to 2013.
- In U.S. History, the percentage of students scoring at the Proficient and Distinguished level on the End-of-Course exam (EOC) increased and the percentage of Novice ratings decreased from 2012 to 2013. However, this trend was reversed in the other content areas, with a decrease in the

percentage of students scoring at Proficient and Distinguished levels and an increase in the percentage of Novice students from 2012 to 2013.

- In all content area End-of-Course exams in 2013, the percentage of students scoring at Proficient and Distinguished levels is below the state average for Proficient/Distinguished ratings. At the same time, the percentage of students scoring at the Novice level is above the state average for Novice ratings.
- Although the percentage of students who met the English, math, and reading benchmarks on the ACT increased from 2012 to 2013, the percentages of students meeting those benchmarks are well below state averages in all three areas.

Classroom Observation Data

Challenging and equitable learning experiences were not evident in all classrooms. For example:

- It was evident/very evident that students had differentiated learning opportunities and activities that met their needs in 27% of classrooms.
- It was evident/very evident that students were tasked with activities and learning that was challenging but attainable in 41% of classrooms.
- It was evident/very evident that students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in only 8% of classrooms.
- It was evident or very evident that students had several opportunities to engage in discussions with the teacher and other students in 43% of classrooms.

Stakeholder Survey Data

According to survey data, although most stakeholders express a positive attitude toward the curriculum and learning experiences provided by the school, there is still a large percentage of respondents who are neutral, disagree, or strongly disagree with survey items related to instruction.

- 71.33% of parents¹ surveyed strongly agree or agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
- 70.39% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
- 40.77 % of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- 75.52% of parents¹ agree or strongly agree with the statement, "All of my child's teachers give work that challenges my child."

- According to the 2013 TELL Survey, 52% of teachers agreed with the statement, “Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).” This finding was supported by staff interviews.

Stakeholder Interviews

- During interviews, stakeholders indicated that students are getting a good education at the school and will be prepared for college and/or a career. They felt that school leaders were holding students and teachers to high standards. However, these opinions conflict with other evidence such as student performance data, which suggests that the curriculum and learning experiences do not provide all students with the learning, thinking, and life skills they need to succeed at the next level.

Indicator	Opportunity for Improvement
3.2	<p>Implement a collaborative, systematic process to regularly and consistently monitor and adjust curriculum, instruction and assessment in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Establish a continuous improvement process which has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p>
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not support the existence of a systematic, collaborative process that is being used to monitor and adjust curriculum, instruction, and assessments in response to data from multiple measures, including formative assessments.

Stakeholder Survey Data

Although most staff members agree that teachers monitor and adjust curriculum, instruction, and assessment based on data from multiple sources of student data, a large percentage indicated that they were neutral, disagreed, or strongly disagreed that this process is occurring.

- 68.83% of staff members agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”
- 77.93% of staff members 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.”

Stakeholder Interviews, Document and Artifact Review

- The data flowchart and stakeholder interviews indicate that school leaders review student assessment data on a regular basis, communicate the results to teachers and students using a formal process, and use the data to schedule students in intervention classes.

- The data analysis form and stakeholder interviews show that some teachers are using the DataWise questions to analyze assessment data, identify student deficiencies, and propose next steps.
- Artifacts include a Post-Assessment Growth Plan that teachers use to plan next steps with students who have not yet mastered particular standards.

Although these sources provide some evidence of monitoring and adjusting the curriculum based on student data, during interviews stakeholders were unable to provide clear evidence of a robust process that is implemented systematically to monitor and adjust curriculum, instruction, and alignment.

Indicator	Opportunity for Improvement
3.3	Assess, revise and monitor classroom instructional strategies to ensure that they engage students in ways that will result in achievement of learning expectations, such as student collaboration, self-reflection and development of critical and higher-order thinking skills, and address individual learning needs.
Rationale	

Student Performance Data

Student performance data does not show that teachers are consistently using highly engaging instructional strategies which are systematically monitored for effectiveness.

- As detailed previously in this report, Knox Central High School’s accountability score and state percentile ranking rose from 2012 to 2013. There was an increase in the college and career readiness and graduation scores. However, the scores for reading, math, and science declined and the percentages of students scoring at Novice or Apprentice levels for all subject areas remains significantly high.

Classroom Observation Data

Rigorous instruction and high levels of meaningful student engagement was observed in some classrooms.

- It was evident/very evident that students were engaged in rigorous coursework, discussions and/or tasks in 32% of classrooms.
- It was evident/very evident that students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) in 28% of classrooms.
- It was evident/very evident that students were asked to make connections from content to real-life experiences in 24% of classrooms.

- It was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge to meet their needs in 30% of classrooms.
- It was evident/very evident that students were actively engaged in learning activities in 59% of classrooms.
- The Digital Learning Environment rating of 1.3 on a 4 point scale does not suggest that teachers are using technology to authentically engage students in learning or personalize instruction. Observers noted that students very seldom had opportunities to use technology as learning tools or resources.
 - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were observed in 10% of classrooms.
 - Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 8% of classrooms.

Stakeholder Survey Data

Although a majority of stakeholders responded favorably to the classroom instruction provided at the school, a large percentage of respondents were neutral or disagreed, indicating that they could not confirm the existence of these effective practices or conditions across the school.

- 53.03% of students agree or strongly agree with the statement, “My school prepares me to deal with issues I may face in the future.”
- 58.13% of students agree or strongly agree with the statement, “My school motivates me to learn new things.”
- 75.53% of parents¹ agree or strongly agree with the statement, “All of my child's teachers use a variety of teaching strategies and learning activities.”
- 74.13% of parents¹ agree or strongly agree with the statement, “My child sees a relationship between what is being taught and his/her everyday life.”
- 71.43% of staff agree or strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”
- 67.53% of staff agree or strongly agree with the statement, “All teachers in our school use a variety of technologies as instructional resources.”
- 59% 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.”
- 70% of students agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.”

- According to the 2013 TELL Survey, 55% of teachers agree with the statement, “Teachers have sufficient training to fully use instructional technology.”

Stakeholder Interviews, Document and Artifact Review

- Lesson plans examined during a review of artifacts and classroom observations showed efforts to engage students through “hooks” and hands-on activities. Although references to technology were noted in the artifact review, technology use by students was seldom observed.

Indicator	Opportunity for Improvement
3.4	Develop a process to regularly and consistently monitor instructional practices through supervision and evaluation procedures in addition to classroom observation (i.e., review of lesson plans, examination of student work) to ensure alignment with the school’s values and beliefs about teaching and learning, implementation of the assessed curriculum, and use of content-specific standards of professional practice.
Rationale	

Student Performance Data

Performance data does not suggest that there is a highly-functioning system for monitoring instructional practices:

- The NAPD calculation for the Gap Accountability declined in every subject area, with the exception of social studies and writing, from 2012 to 2013. The total points for the Gap Accountability NAPD calculation declined from 32.5 to 27.1.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	52.5	47.4	17.6	11.8	35.3	14.7	25.7	35.9	29.4	35.4	40.7	36.2
Gain/(Loss)	(5.1)		(5.8)		(20.6)		10.2		6.0		(4.5)	

- The school’s 2013 NAPD calculation for the non-duplicated gap group is lower than the state average in all content areas. The NAPD calculation for the non-duplicated group decreased in all areas except social studies and writing from 2012 to 2013.
- In U.S. History, the percentage of students scoring at Proficient and Distinguished levels on the End-of-Course exam (EOC) increased and the percentage of Novice ratings decreased from 2012 to 2013. However, this trend was reversed in other content areas, with a decrease in the percentage of students scoring at the Proficient and Distinguished level and an increase in the percentage of Novice students from 2012 to 2013.
- In all content area End-of-Course exams in 2013, the percentage of students scoring at Proficient and Distinguished levels is below the state average for Proficient/Distinguished. In all content area End-of-Course exams in 2013, the percentage of students scoring at the Novice level is above the state average for Novice ratings.

- Although the percentage of students who met the English, math, and reading benchmarks on the ACT increased from 2012 to 2013, the percentages of students meeting those benchmarks are well below state averages in all three areas.

Stakeholder Survey Data

Although a majority of staff indicated that they agree that curriculum, instruction, and assessment are monitored and adjusted, a significant percentage were neutral or disagreed, suggesting that they could not confirm the existence of these effective practices or conditions.

- 77.92% 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.”
- 83.12% 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 (e.g., action research, examination of student work, reflection, study teams, and peer coaching).”

Stakeholder Interviews, Document and Artifact Review

- A review of Learning Walk artifacts and observation schedules suggests that administrators regularly visit classrooms and provide feedback. However, some stakeholder interviews indicated that specific, timely feedback is not always provided after walkthroughs.
- Interviews and an artifact review revealed that a process for the evaluation of interim or formative assessments and data from these assessments is regularly implemented by administrators and staff. Although samples of lesson plans were provided, there was limited evidence that unit and lesson plans are monitored or that feedback for encouragement or improvement of lessons is provided to teachers.

Indicator	Opportunity for Improvement
3.6	Oversee the instructional process to ensure that it is implemented consistently and systematically and that it clearly informs students of learning expectations and standards of performance. Monitor to ensure that the process includes the use of multiple measures to guide possible modification to instructional practice, gives specific and immediate feedback about learning, and provides exemplars to guide and inform students.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not demonstrate consistent, systematic implementation of an effective instructional process that clearly informs students of learning expectations and standards of performance.

Classroom Observation Data

Classroom observation data provides evidence that all components of the instructional process have not been implemented in all classrooms.

- It was evident/very evident that students were provided exemplars of high quality work in 14% of classrooms.
- It was evident/very evident that students were asked or quizzed about individual progress/learning in 43% of classrooms.
- It was evident/very evident that students responded to teacher feedback to improve learning in 30% of classrooms.
- It was evident/very evident that students demonstrated or verbalized understanding of the lesson/content in 43% of classrooms.

Stakeholder Survey Data

Although a large percentage of stakeholders responded positively to the classroom instruction provided at the school, large percentages gave neutral or disagree responses to statements about instruction.

- 77% of students agree or strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
- 69.42% of students agree or strongly agree with the statement, “All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.”
- 81.82% of staff agree or strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.”
- 63.64% of staff agree or strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

Stakeholder Interviews, Document and Artifact Review

- A review of artifacts showed that teachers are using a common lesson plan format that includes learning targets, hooks, and evidence of alignment to standards. However, during interviews stakeholders were unable to give clear examples of a process that is being used to inform the ongoing modification of instruction within classrooms.

Indicator	Opportunity for Improvement
3.7	Design and implement mentoring, coaching, and induction programs for all teachers to support instructional improvement that is consistent with the school’s values and beliefs about teaching and learning. Ensure that the programs set high expectations for all school personnel and include valid and reliable measures of performance, the results of which should be shared in a timely manner.
Rationale	

Classroom Observation Data

- While the school’s vision of college and career readiness was visible and often discussed, its impact on classroom instruction was not always evident.
 - It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in 53% of classrooms.
 - It was evident/very evident that students were tasked with activities and learning that were challenging but attainable in 41% of classrooms.
 - It was evident that students were engaged in rigorous coursework, discussions, and/or tasks in 32% of classrooms observed.

Stakeholder Survey Data

The AdvancED staff survey revealed:

- 64.94% of staff agree or strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”
- 67.53% 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

- Some stakeholders interviewed provided examples of coaching or mentoring. However, no stakeholders were able to describe a systematic mentoring or coaching process that includes all school personnel, and limited documents providing evidence of a formal monitoring process were available. In interviews, few stakeholders were able to describe a formal process in place for supporting new teachers in the building. The Classroom Visitation/Observation form provides some guidance for those observing new teachers, but that guidance is not directly tied to the school’s mission and vision. In interviews, stakeholders indicated that an administrator attends PLC meetings and provides some coaching for school personnel.
- The Cognitive Coaching protocol, a process that is in its beginning stages in Knox Central High School, could be used to leverage individual excellence and build capacity across the entire faculty.

Indicator	Opportunity for Improvement
3.8	Design, implement and monitor a program that engages families in meaningful ways and improves the process of providing accurate and timely information to families regarding their children’s learning.
Rationale	

Stakeholder Survey Data

- Perceptions regarding the level and frequency of communication between school personnel and parents regarding student learning are mixed, as reflected in AdvancED surveys completed in

the fall of 2013.

- 51.94% of staff agree or strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
 - 73.43% of parents¹ agree or strongly agree with the statement, “All of my child’s teachers help me understand my child’s progress.”
 - 46.28% of students agree or strongly agree with the statement, “All my teachers keep my family informed of my academic progress.”
- Survey results suggest that some parents are being informed, but it is not a universal practice.

Stakeholder Interviews, Document and Artifact Review

- Student and parent interviews indicated a strong use of Infinite Campus to regularly check student grades. The district sets up Parent Portal, but information on the number of parents who have used the tool is not reported to the school.

Other Pertinent Information

- Data in the School Report Card indicates there were 827 students for the 2012-2013 school year. Of this number, 200 students, or 30.4%, had a parent/guardian who had at least one teacher conference during the school year.
- Data also indicates that there were 700 volunteer hours logged at the school for the 2012-2013 school year.
- Open House Sign-In Sheets indicate a substantial percentage of parents/guardians attend open houses.
- While the school provides a link on its webpage allowing stakeholders to receive e-mail notices including the Month in Review newsletter and other important school information, some parents interviewed were not aware of this form of school-to-home communication.

Indicator	Opportunity for Improvement
3.10	Design, implement, and assess policies and practices that ensure grading and reporting based on clearly defined criteria that accurately represent the attainment of content knowledge and skills. Ensure that grading policies and practices are uniformly implemented, comprehensively monitored, and consistently evaluated to determine their effectiveness in improving student learning and preparedness for college and or career.
Rationale	

Student Performance Data

- As shown below, student performance data does not suggest that the school has established well understood and uniformly implemented grading and reporting policies and practices that ensure the existence of rigorous coursework, high academic expectations, and higher levels of student achievement. Student performance data also suggests that the school has not developed processes

that ensure learning from professional development translates into improvement in student achievement.

Combined Reading and Math - Percentage Proficient/Distinguished

Target Type	2011-2012			2012-2013		
	School	District	State	School	District	State
Delivery Target				43.6	40.9	51.5
Actual Score	37.3	34.3	46.1	27.1	28.4	45.9
Reading - Percentage Proficient/Distinguished						
Delivery Target				59.7	54	57.0
Actual Score	55.2	48.9	52.2	43.1	42.4	55.8
Mathematics - Percentage Proficient/Distinguished						
Delivery Target				27.5	27.7	46.0
Actual Score	19.4	19.7	40.0	11.1	14.4	36.0

- The 2013 State Report Card indicates that Knox Central's ACT composite score of 17.6 was above the district average of 17.3, but well below the state average of 19.2.

Classroom Observation Data

- It was evident/very evident that students were asked or quizzed about their individual progress/learning in 43% of classrooms.
- It was evident/very evident that students understood how their work was assessed in 30% of classrooms.

Stakeholder Survey Data

- According to the staff survey, 71.15% of teachers 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." However, teachers indicated that there are numerous and persistent questions about how to implement the Standards-Based Grading (SBG) system to fidelity.
- According to the student survey, 61.29% of students agree or strongly agree with the statement, "All my teachers fairly grade and evaluate my work." However, students indicated that changes to the structure of the SBG system have created some confusion regarding the process.

Stakeholder Interviews

- Teachers reported that SBG was originally to be rolled out over a three year period. However, the time for rollout was drastically shortened, reducing understanding and increasing frustration for some stakeholders.

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.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.4

Indicator	Source of Evidence	Performance Level
4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> • 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
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • 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
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • 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
4.4	Students and school personnel use a range of media and information resources to support the school’s educational programs.	<ul style="list-style-type: none"> • 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
4.5	The technology infrastructure supports the school’s teaching, learning, and operational needs.	<ul style="list-style-type: none"> • 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
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • 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
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • 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

Indicator	Opportunity for Improvement
4.1	Collaborate with district administration and Advisory Council members to ensure that clearly defined policies, processes, and procedures are in place to provide qualified professional and support staff members in sufficient numbers to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, educational program, and continuous improvement.
Rationale	

Stakeholder Survey Data

- 76.62% of staff agree or strongly agree with the statement, “Our school provides qualified staff members to support student learning.”
- According to the TELL survey:
 - 63% of teachers agree or strongly agree that they plan to remain at Knox Central.
 - 73% agree or strongly agree that the school is a good place to work and learn.
 - 66% of staff agree or strongly agree that class sizes are reasonable.

- 86.02% 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

- According to 2012-2013 School Report Card:
 - Average spending per pupil at the school is \$8,608, while the average spending per pupil in the district is \$11,635.
 - The average student-teacher ratio at the school is 15:1.
 - Two teachers at the school are Nationally Board Certified.
 - Over 80% of the teachers at Knox Central have a MA or higher.
- Since the school has an Advisory Council, the need for the principal to work closely with the superintendent in making personnel decisions is critical. During his interview, the principal shared the following:
 - According to the district staffing formula, the school will be understaffed by 2.5 positions for the 2014-15 school year. Plans are to fund a teacher and curriculum coach who are currently being funded through Title II.
 - It is often difficult to find a sufficient number of qualified candidates for some content areas (e.g., some of the sciences).
 - There has been a 50% turnover of staff within the last 3 years.

Other Pertinent Information

- The current number of teaching positions allocated by the district office is less than the number of teaching positions needed to maintain current programs. Therefore, some teachers are paid out of grant funds (e.g., SIG, Title II).
- The school works closely with the Knox County Area Technology Center, allowing students to pursue a number of career paths not offered at the high school.
- The school has 5 Teach for America Teachers and 3 with alternative certification. They also offer Project Lead the Way Engineering and Bio Medical programs.
- Staffing allocations for certified staff as outlined in board policy 02.4331 are guided by 1) statutory class size caps, 2) pupil contact hours as required by law, and 3) all other certified staff positions generated by district guidelines approved annually by the board.
- The Knox Central Self-Assessment reflects a rating of 2 for this indicator, and the team concurs.

Indicator	Opportunity for Improvement
4.6	Evaluate the current services available to support the students' physical, social and emotional needs. Use the results of the evaluation to 1) establish valid measures of program effectiveness; and, 2) initiate a continuous improvement planning process for student support services that will provide results to identify strengths as well as action plans for improvement.
Rationale	

Stakeholder Interviews, Document and Artifact Review

- Interviews with stakeholders identified a number of services and activities linked to meeting the students' physical, social, and emotional needs, including:
 - An advisor/advisee program focusing in part on college and career readiness
 - A Family Resource Youth Service Center (YSC) providing a number of programs (e.g., Green Dot, Angel Tree, backpack, basic needs, day care, drug awareness, green leaf, mentoring, and mock interviews)
 - Suicide prevention program
- The principal noted that school counselors primarily provide guidance, with counselors from Comprehensive Care providing most of the counseling.
- Students stated in interviews they believe that every student has at least one adult in the school that cares about them. However, this statement is contradictory to survey results, which show that more than half (55.64%) of students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
- Staff members report that programs are making a positive impact on students' emotional well-being. However, no data exist to evaluate the programs' effectiveness.

Stakeholder Survey Data

- Survey data suggests that parents are satisfied with student support services and programs.
 - 83.92% of parents¹ agree or strongly agree with the statement, "My child has access to support services based on his/her identified needs."
 - 80.42% of parents¹ agree or strongly agree with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)."
- Student survey data suggests that students were a little less enthusiastic than parents about counseling and career planning services and other aspects of the school that impact their emotional well-being.
 - 69.1% 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."

- 38.82% of students agree or strongly agree with the statement, “In my school, all students are treated with respect.”
- 28.19% of students agree or strongly agree with the statement, “In my school, students treat adults with respect.”
- 55.64% of students agree or strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”

Other Pertinent Information

- There are two Comprehensive Care counselors located in the YSC office to meet students’ emotional needs.
- There is no evidence of an improvement plan in process and no evidence of valid measures of program effectiveness to help drive continuous improvement.

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 (Dembo 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 school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2.2

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • KCHC Assessment Plan Narrative • 5-Point Scale (Standards Based Grading) • Assessment Screeners • Common Formative Assessment (math and science only) • Data Flowchart • Skinny Flowchart • Teacher Survey • Student Survey • Parent Survey • Summative Assessments (a few from all four core content areas) • KCHS Student Assessment Schedule • RTI Implementation Flowchart • KDE School Report Cards for 2012 and 2013 • Self-Assessment • Executive Summary • 2012 KDE Leadership Assessment 	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs 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.	<ul style="list-style-type: none"> • KCHC Assessment Plan Narrative • 5-Point Scale (Standards Based Grading) • Assessment Screeners • Common Formative Assessment (math and science only) • Data Flowchart • Skinny Flowchart • Teacher Survey • KDE School Report Cards for 2012 and 2013 • Self-Assessment • Executive Summary • 2012 KDE Leadership Assessment • Summative Assessments (a few from all four core content areas) • KCHS Student Assessment Schedule • RTI Implementation Flowchart 	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Knox Central High School Data Analysis Form • Quality Tools to use when working with schools and districts • Benchmark (Learning Target) Analysis • PLAN, DO, STUDY, ACT (PDSA) • PLC Protocol • TELL Survey • Staff Survey • KDE School Report Cards for 2012 and 2013 • Self-Assessment • Executive Summary • 2012 KDE Leadership Assessment 	2

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • 2012 KDE Leadership Assessment • Post Assessment Growth Plan • College Readiness Spreadsheet • Career and Technical Education Spreadsheet • 30-60-90 Day Plan • Triumph College Admissions Practice Test Data • School Report Card • Staff Survey • System Check PLUS/DELTA • KCHC Assessment Plan Narrative • 5-Point Scale (Standards Based Grading) • Assessment Screeners • Common Formative Assessment (math and science only) • Data Flowchart • Skinny Flowchart • Teacher Survey • Student Survey • Parent Survey • Summative Assessments (a few from all four core content areas) • KCHS Student Assessment Schedule • RTI Implementation Flowchart 	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> Weekly Activities Emails Board Notes Newsletter Board of Education Minutes Standards-Based Grading Parent letter Knox Communication Flowchart PLA (Persistently Low Achieving School) Letter to Parents KCHS School Communication Plan Walkthrough Feedback Monday Message 	3

Indicator	Opportunity for Improvement
5.1/5.2	Devise, deploy, and monitor a systematic process for continuous improvement and learning that includes reliable and bias free data from multiple assessment measures, including locally developed formative and summative assessments as well as standardized assessments that provide information about student learning and school performance. Ensure that this process includes analysis of trend data that provides a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. Evaluate that the school’s assessment system regularly to confirm its effectiveness in guiding decision-making at the classroom and school level.
Rationale	

Student Performance Data

- Student performance data suggests the school’s continuous improvement planning processes have been effective to a limited degree in gathering, analyzing, and using data to make modifications and adjustments to instructional practices at the classroom, PLC, and school levels. The assessment data below substantiates sporadic growth across the content areas, which is evidence of the system’s inconsistencies.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

- Student performance data indicates a slight gain in ACT scores from 2012 to 2013. However, Knox Central juniors still scored lower than state averages in all areas and scored 1.6 points below the state on the overall composite score.

	English	Math	Reading	Science	Overall Composite	State Composite
2011-2012	17.0	17.3	17.4	17.4	17.4	19.0
2012-2013	16.6	17.5	17.8	18.0	17.6	19.2
	-0.4	+0.2	+0.4	+0.6	+0.2	

- Student performance data indicate a slight gain in the percentage of students making benchmarks on the ACT. However, they scored below the state in all areas.

	English	Math	Reading
	Knox Central/State	Knox Central/State	Knox Central/State
2011-2012	42.7 / 52.2	25.7 / 38.6	29.8 / 41.9
2012-2013	43.0 / 53.1	30.2 / 39.6	30.8 / 44.2

Classroom Observation Data

Classroom observation data provides evidence that all components of a clearly defined comprehensive student assessment system have not been implemented in all classrooms.

- It was evident/very evident that students were asked and/or quizzed about individual progress/learning in 43% of classrooms.
- It was evident/very evident that students responded to teacher feedback to improve understanding in 30% of classrooms.
- It was evident/very evident that students demonstrated or verbalized understanding of the lesson or content in 43% of classrooms.
- It was evident/very evident that students understood how their work was assessed in 28% of classrooms.
- It was evident/very evident that students had opportunities to revise/improve work based on feedback in 28% of classrooms.

Stakeholder Survey Data

- Survey data indicates that a majority of teachers strongly agree or agree that the school uses assessment results for continuous improvement. Students' results reflect less certainty about the use of a continuous improvement plan to guide their learning.
 - 84.42% of teachers believe that the school has a systematic process to collect, analyze, and use data.
 - 88.31% of teachers agree or strongly agree that multiple assessments are used to understand their students' learning.
 - 77% of students agree or strongly agree that multiple assessments are used to understand their learning.
 - 58.82% of students agree or strongly agree that all of their teachers use a variety of teaching methods and learning activities to help them develop the skills they will need to succeed.

- 40.77% of students agree or strongly agree that all of their teachers change their teaching to meet the students’ needs.

Stakeholder Interviews

- Teacher interviews revealed that the process of improving instruction based on analysis of data is limited. When asked specifically what process is used to make decisions about instruction to improve student learning based on student assessment data, teachers repeatedly referred back to “looking at data.”
- Teacher interviews revealed frustration among some faculty members because student assessments are not being implemented with fidelity due to misconceptions about Standards-Based Grading and the expectations of the 5-Point Process, the number system used to assign traditional grades to Standards-Based Grading criteria.
- Teachers stated that they completed a plus/delta after each PLC, faculty meeting, professional development, etc. However, no teacher stated that the purpose of the plus/delta was to evaluate the process or system of data analysis.

Indicator	Opportunity for Improvement
5.3	Conduct a critical analysis of the training provided and the use of data currently employed. Use the results of this analysis to develop and monitor a robust system that includes a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data to inform instructional practice and evaluate the effectiveness of various initiatives being implemented.
Rationale	

Student Performance Data

- The School Report Card reflects mixed results for student performance. In 2011-12, the school’s accountability performance was ranked at the 16th percentile in the state. In 2012-13, the school’s results improved, ranking the school at the 40th percentile in the state. However, from 2011-2012 to 2012-2013, the percentage of Proficient/Distinguished students fell to 43.1% in reading and 11.1% in math. These mixed results are indicative of a data-informed system that has not been implemented with fidelity.

Classroom Observation Data

- During classroom observations some teachers used data to inform their instructional strategies. However, the review team did not recognize that the number of teachers doing so was comparable to the number of initiatives being implemented in the school.
 - It was evident/very evident that students had differentiated learning opportunities and activities that met their needs in 27% of classrooms.
 - It was evident/very evident that students have equal access to classroom discussions, activities, resources, technology, and support in 55% of classrooms.
 - It was evident/very evident that students were engaged in rigorous coursework, discussions, and/or tasks in 32% of classrooms.

Stakeholder Survey Data

- Survey results also reflect sporadic use of data-informed strategies to improve student learning. For example, in the AdvancED survey:
 - 77.92% of staff agree or strongly agree that data are used to adjust instruction.
 - 64.93% of staff agree or strongly agree that all teachers personalize instruction.
 - 40.77% of students agree or strongly agree that their teachers adjust instruction to meet their learning needs.

TELL Survey Results

- 78% of teachers agree or strongly agree that an appropriate amount of time is provided for professional development.
- 81% of teachers agree or strongly agree that professional development is data driven.
- 86% of teachers believe professional learning opportunities are aligned with the school's improvement plan.

Document and Artifact review

- A Benchmark (Learning Target) Analysis form was provided with unclear evidence of its use.
- The school provided evidence of the usage of Plan, Do, Study, Act (PDSA) for the purpose of improving student learning. However, in many instances only the P and D sections were completed, indicating an incomplete process for data analysis.
- PLC Lead Agendas and Minutes outlined the process for assessing data.
- The PLC Protocol provided for evidence of group planning, addressing learning target design, mastery discussion, and assessment design without mention of data analysis or instruction design based on student assessment data.
- A "Quality Tools to Use When Working with Schools and Districts" document was provided that outlined a PLC-type process for analyzing data.

Indicator	Opportunity for Improvement
5.4	Complete the development of a continuous process for using data to provide verifiable improvement in student learning, including readiness and success at the next level. Develop a process by which leadership, to include administration and PLC Leads, evaluates the results of continuous improvement action plans related to student learning. Monitor student performance for consistency in improvement as an indicator of the proficiency of the system.
Rationale	

Student Performance Data

Student performance data suggests that there is a limited degree to which the school's continuous improvement planning process is effective at gathering, analyzing, and using data to make modifications and adjustments to instructional practices at the classroom, PLC, and school levels. The assessment data below substantiates sporadic growth across content areas, which is evidence of the system's inconsistencies.

- The percentage of students making typical or higher growth in reading increased from 50% in 2012 to 59.6% in 2013. However, the percentage of students making typical or higher growth in math decreased slightly from 43.8% in 2012 to 42.7% in 2013. The combined reading and math growth points for 2013 were 51.2, which were less than the state points (57.2).
- Knox Central High School's College and Career Readiness Accountability points increased from 33.2 in 2012 to 47.1 in 2013. However, the 2013 points remain significantly below the state points (60.8).
- Student performance data on K-PREP assessments reveals a loss in the areas of reading, math, and science, with a gain in social studies, writing, and Language Mechanics.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
YEAR	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

Stakeholder Survey Data

- While the teachers were generally agreeable that data were used to inform decisions, students were less certain of how data was used to improve student learning and differentiate instruction.
 - 84.42% of staff believes that the school has a systematic process to collect, analyze, and use data.
 - 90.39% of teachers agree or strongly agree that multiple assessments are used to understand their students' learning.
 - 77% of students agree or strongly agree that multiple assessments are used to understand their learning.
 - 58.82% of students agree or strongly agree that all of their teachers use a variety of teaching methods and learning activities to help them develop the skills they will need to succeed.

- 40.77% of students agree or strongly agree that all of their teachers change their teaching to meet the students' needs.

Stakeholder Interviews

- During interviews, teachers reported that there is a process used to analyze data to determine student improvement in learning. However, some teachers stated that the process of improving instruction based on the analysis of data is limited. When asked specifically what process is used teachers repeatedly referred back to "looking at data."
- Teachers stated that data analysis is used to place students into intervention groups in order to help them become college or career ready. Few teachers stated that data analysis is used to make decisions about classroom instruction or readiness and success at the next level.

Document and Artifact Review

- Documents reveal a Post-Assessment Growth Plan to be completed by students and teachers.
- College and/or Career Ready (CCR)/Career and Technical Education (CTE) spreadsheets monitor students' CCR needs and CTE pathway progressions.
- Triumph College Admissions (TCA) data provides evidence of monitoring of students' preparedness to meet benchmarks on the ACT.
- A list of "bubble" students (those on the cusp of benchmark) provides evidence of students specifically targeted for interventions to meet ACT/COMPASS benchmarks.
- The School Report Card, Staff Survey, and Systems Check plus/delta indicate that results show mixed levels of improvement, and that school personnel are uneven in their use of data results to design instruction.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Knox Central Diagnostic Review team was composed of 8 educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university educators.
- On the first morning of the review, the principal and his leadership team made a formal presentation focusing on progress toward the turnaround work, recent improvements, 2011-2012 Leadership Assessment deficiencies, and future plans for sustainability of the previous and current work.
- Representatives from Knox Central High School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team.
- In general, administrators, staff, parents and students were candid in their interviews with the team.
- For additional information, please refer to the Diagnostic Review Team schedule, which is included as an addendum to this report.

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, collected and analyzed reviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on February 27, 2014 to begin a preliminary examination of Knox Central High School's Internal Review Report and determined 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.

Knox Central High School leaders carried out the Internal Review process as directed, and in keeping with the developed timeline. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	7
Advisory Council Members	5
Teachers and Support Personnel	17
Parents and Community Members	6
Students	21
TOTAL	56

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 49 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:

The Diagnostic Review process involved an examination of evidence including the school's Self-Assessment, review of performance, classroom observation, and stakeholder survey data, as well as interviews with the principal and other administrators and a representative cross-section of the faculty. In addition, the team interviewed a group of students and parents. Several recurring themes emerged that cut across the five standards and 33 indicators, including:

Continue to Build a More Collaborative Culture with All Stakeholders

- Interviews, observations, and a review of artifacts and other documents reveal that the school has made some efforts to enhance stakeholder involvement and teacher engagement in meaningful Professional Learning Communities (PLCs). However, some teacher responses contradicted the effectiveness of PLCs, suggesting a need for continued intentional coaching, mentoring, and monitoring.

Building Teacher Instructional Capacity

- Documentation, interviews, and data strongly suggest the existence of sustainable systems and capacity-building initiatives, but also the lack of systemic implementation and widespread practice of rigorous instruction. It is not apparent how Professional Learning Communities (PLCs), professional development offerings, and coaching and mentoring teachers align to improvement of all teachers' classroom effectiveness.

Multiplicity of Comprehensive and Time-Consuming Initiatives

The principal has instituted a number of initiatives designed to increase student learning, including:

- Standards Based Grading

- Cognitive Coaching
- Calibration Walkthroughs
- Morning Intervention
- Professional Learning Community
- Mentoring
- Big Rock Teams - Leadership Team, Culture Team, PLC Leads, Special Education PLC, Advance Placement PLC, Literacy Committee, Career and Technical Education PLC
- Continuous Improvement - PDSA (Plan, Do, Study, Act), Mid-Year Meeting, Internal PD, Career Pathways, Co-teaching for Gap Closure, Quarterly Report, Big Rock Plans, Program Review Team

During interviews, teachers acknowledged the potential for each of these programs to positively impact student learning, but stated that the sheer volume of initiatives was overwhelming and few (if any) were being implemented with fidelity.

Standards-Based Grading

Evidence exists to support a thoughtful, extended “rollout” process of the standards-based grading model implemented at Knox Central High School during the 2013-2014 school year. However, some evidence also suggests all stakeholders were not aware of this process, giving the impression that standards-based grading was implemented very suddenly. Teacher interviews revealed a perceived lack of understanding and/or manipulation of the grading system by students. However, student interviews revealed greater senses of purpose, direction, and content understanding when comparing standards-based grading to the former traditional grading system. Parent and community stakeholder interview data revealed a range of opinions and understanding of the model. This data suggests a need for continued communication to and/or training for all appropriate stakeholders on true standards-based grading.

Report on Learning Environment:

During the on-site review, members of the Diagnostic 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.

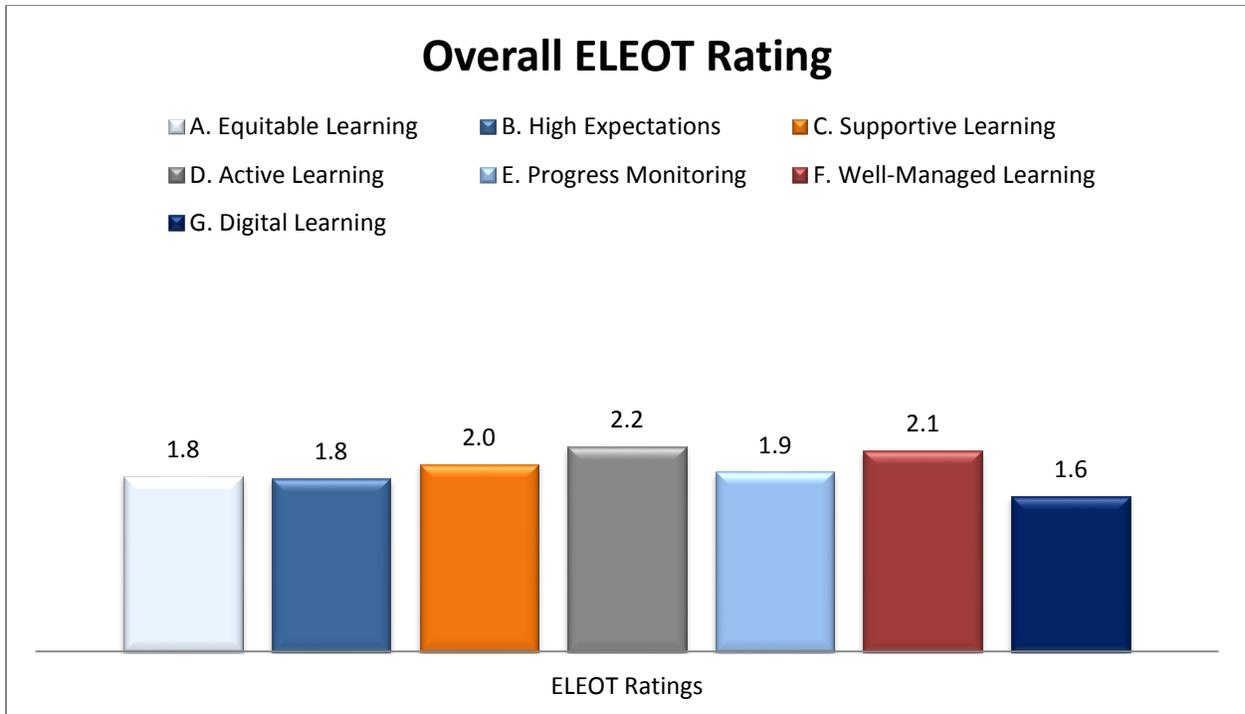
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where 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 49 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

Two classrooms were not observed because of teacher absence. One additional classroom was not observed because of a position vacancy.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.9	Has differentiated learning opportunities and activities that meet her/his needs	39%	35%	27%	0%
A.2	2.5	Has equal access to classroom discussions, activities, resources, technology, and support	10%	35%	47%	8%
A.3	2.4	Knows that rules and consequences are fair, clear, and consistently applied	18%	22%	57%	2%
A.4	1.4	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	69%	22%	6%	2%
Overall rating on a 4 point scale:						2.1

Equitable Learning Environment Analysis

- Classroom observations revealed that students were seldom provided differentiated opportunities and activities to address individual needs. This indicator was rated at 1.9 on a 4 point scale. While pockets of differentiation and high-yield strategies were observed, the majority of classrooms employed teacher-centered lecture and whole group instruction as the instructional delivery method, which did not make allowances for differentiation.
- The extent to which students had equal access to classroom discussions, activities, resources, and technology was evident to some degree, and this indicator was rated 2.5 on a 4 point scale. Many students had the opportunity to ask questions and participate in teacher-initiated and teacher-led discussions that occurred during direct instruction or during completion of worksheets/packets.
- Opportunities for students to learn about their own or share others' backgrounds/culture, including sharing their perspective on content were extremely rare. This indicator was rated 1.4 on a 4 point scale. In general, time for reflection, reaction, or small group discussion periods to allow opportunities for student sharing and discussion were very infrequent.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.5	Knows and strives to meet the high expectations established by the teacher	10%	37%	45%	8%
B.2	2.4	Is tasked with activities and learning that are challenging but attainable	16%	43%	29%	12%
B.3	1.5	Is provided exemplars of high quality work	65%	20%	14%	0%
B.4	2.2	Is engaged in rigorous coursework, discussions, and/or tasks	22%	45%	22%	10%
B.5	2.0	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	35%	37%	20%	8%
Overall rating on a 4 point scale:						2.1

High Expectations Learning Environment Analysis

- In general, observers noted very compliant, extremely well behaved students in classrooms. Teacher requests to be seated, listen to instructions, take notes, raise hands before speaking, and so forth were generally obeyed. The indicator “Knows and strives to meet high expectations established by the teacher” was rated at 2.5 on a 4 point scale, and may reflect the high level of student compliance to teacher direction.
- The indicator “Is tasked with activities and learning that are challenging but attainable” was rated 2.4 on a 4 point scale. Instances in which students were engaged in high-level activities such as organizing information to make meaning of content, locating and using classroom resources, problem solving, or presenting findings to the class were observed in a few classrooms, but these instructional practices were not widespread.
- Use of exemplars to communicate high expectations received a rating of 1.5 on a 4-point scale. Instances in which students used or talked about sample student work to complete an assignment were very rare.
- Instances of students being engaged in rigorous coursework and discussion were also infrequent. This indicator was rated 2.2 on a 4 point scale. Similarly, students were rarely asked and responded to questions that required higher order thinking. This indicator was rated at 2.0 on a 4 point scale. Many classrooms were focused on delivering factual information via whole group, teacher-centered direct instruction or lecture.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.6	Demonstrates or expresses that learning experiences are positive	10%	22%	63%	4%
C.2	2.6	Demonstrates positive attitude about the classroom and learning	8%	27%	59%	6%
C.3	2.2	Takes risks in learning (without fear of negative feedback)	27%	35%	29%	10%
C.4	2.5	Is provided support and assistance to understand content and accomplish tasks	12%	31%	53%	4%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	45%	24%	24%	6%
Overall rating on a 4 point scale:						2.4

Supportive Learning Environment Analysis

- 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 30% of classrooms. The heavy reliance on teacher-centered, whole group instruction did not allow specific or individualized feedback for improvement.
- Students demonstrating/expressing that learning experiences were positive and demonstrating positive attitudes about the classroom and learning were both rated at 2.6 on a 4 point scale. Observers noted that the majority of students demonstrated polite, compliant behavior in response to teacher instruction.
- Instances in which students took risks in learning (without fear of negative feedback) were evident/very evident in 39% of classrooms and rated a 2.2 on a 4 point scale.
- It was evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 57% of classrooms.
- Opportunities in which students were provided additional or alternative instruction and feedback at the appropriate level of challenge was evident/very evident in only 30% of classrooms.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.3	Has several opportunities to engage in discussions with teacher and other students	16%	41%	37%	6%
D.2	2.0	Makes connections from content to real-life experiences	29%	47%	24%	0%
D.3	2.6	Is actively engaged in the learning activities	12%	29%	49%	10%
Overall rating on a 4 point scale:						2.3

Active Learning Environment Analysis

- Instances in which students made connections from content to real-life experiences were evident in only 24% of observed classrooms.
- 59% of students observed demonstrated active engagement in learning activities. However, active engagement was not observed or partially observed in 41% 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	24%	33%	31%	12%
E.2	2.2	Responds to teacher feedback to improve understanding	22%	47%	14%	16%
E.3	2.4	Demonstrates or verbalizes understanding of the lesson/content	14%	43%	29%	14%
E.4	1.9	Understands how her/his work is assessed	45%	27%	24%	4%
E.5	2.1	Has opportunities to revise/improve work based on feedback	33%	39%	16%	12%
Overall rating on a 4 point scale:						2.2

Progress Monitoring Learning Environment Analysis

- Instances in which observers observed students being provided with rubrics, answering questions from the teacher about progress, reviewing exemplars, and/or being given opportunities to revise work based on teacher feedback occurred in some classrooms, but were very infrequent.
 - It was evident/very evident that students were asked or quizzed about their individual progress/learning in 43% of classrooms.
 - It was evident/very evident that students had opportunities to revise or improve their work based on feedback in 28% of classrooms.
 - It was evident/very evident that students understood how their work was assessed in 28% of the classrooms.
- The use of formative assessment to inform and guide instructional practices was limited.
 - It was evident/very evident that students were asked or quizzed about their progress in 33% of the classrooms.
 - It was evident/very evident that students were responding to teacher feedback to improve their understanding in 30% of the classrooms.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	3.1	Speaks and interacts respectfully with teacher(s) and peers	4%	12%	55%	29%
F.2	2.9	Follows classroom rules and works well with others	4%	20%	53%	22%
F.3	2.4	Transitions smoothly and efficiently to activities	33%	16%	33%	18%
F.4	2.4	Collaborates with other students during student-centered activities	31%	20%	31%	18%
F.5	2.9	Knows classroom routines, behavioral expectations and consequences	6%	14%	59%	20%
Overall rating on a 4 point scale:						2.7

Well-Managed Learning Environment Analysis

- It was evident/very evident that students spoke and interacted respectfully with teacher(s) and peers in 84% of classrooms.
- It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 79% of classrooms.
- It was evident/very evident that students followed classroom rules and worked well with others in 75% of classrooms.
- This data indicates that compliant, well behaved students and consistently enforced teacher and school leader behavioral expectations characterize the classroom culture of Knox Central High School.
- Observers noted very few instances of off-task or non-compliant behavior that were not addressed by a teacher or school leader.

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	82%	8%	8%	2%
G.2	1.2	Uses digital tools/technology to conduct research, solve problems, and/or create	86%	8%	2%	4%
G.3	1.2	Uses digital tools/technology to communicate and work collaboratively for	88%	6%	2%	4%
Overall rating on a 4 point scale:						1.3

Digital Learning Environment Analysis

- The Digital Learning Environment received a rating of 1.3 on a 4 point scale, the lowest rating of the seven learning environments.
- Observers noted few instances in which teachers asked students to use digital tools or technology as learning tools.
- If technology was being used in a classroom, it was primarily being utilized by the teacher.

Improvement Priorities

Indicator	Improvement Priority
3.11	Develop, implement, and document new strategies to ensure the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.
Rationale	

Student Performance Data

- The School Report Card indicates that from 2011-2012 to 2012-2013 the percentage of Proficient/Distinguished students fell to 43.1% in reading and 11.1% in math. Student performance data suggests that the school has not developed processes that ensure learning from professional development translates into improvement in student learning.

Classroom Observation Data

- A lack of rigor was noted in multiple lessons, suggesting that teachers either do not hold high expectations for all students or are unsure how to incorporate instructional strategies reflecting rigor into their instruction.
 - The High Expectations environment was rated a 2.1, suggesting that the school's professional development may not have been effective at increasing expectations for student performance.
 - A classroom observation score of 1.9 for indicator A.1 ("Has differentiated learning opportunities and activities that meet her/his needs") suggests that professional development has not improved teacher capacity to meet the unique learning needs of individual students.

Stakeholder Survey Data

- 70.13% 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 students." However, there is little data that shows monitoring or evaluation of the implementation of effective practice resulting in increased student learning. In addition, there is little data available indicating that teachers have received feedback focused on improvement, or lack thereof, of teaching practices covered in professional development.
- 75.32% of 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." However, there is little data that objectively shows that professional development has produced significant, measurable improvement in student performance. Furthermore, no artifacts exist indicating any systematic effort is in place to measure impact on student performance.

Stakeholder Interviews, Document and Artifact Review

- Some teachers indicated that professional development is not implemented in a systematic fashion nor is its effect measured in any discernable fashion. They further stated that there has been little

effort made to link the professional development offered to its intended impacts on specific student outcomes.

Other Pertinent Information

- Documentation of professional development were offered and appropriate sign-in sheets were provided, but examples of the impact that professional development was having on student learning was absent.

Indicator	Improvement Priority
3.12	Design and implement a process that uses data to systematically and continuously identify and address the learning needs of all students at all levels of proficiency.
Rationale	

Student Performance Data:

- Though unique learning needs are not easily identifiable through performance data, the gap percentages found in the chart below strongly suggest the existence of unmet learning needs.

		Percentage Proficient/Distinguished								
		Reading and Math			Reading			Mathematics		
		Target	Actual	Diff	Target	Actual	Diff	Target	Actual	Diff
School		43.6	27.1	(16.5)	59.7	43.1	(16.6)	27.5	11.1	(16.4)
District		40.9	28.4	(12.5)	54	42.4	(11.6)	27.7	14.4	(13.3)
State		51.5	45.9	(5.6)	57	55.8	(1.2)	46	36	(10.0)
		Science			Social Studies			Writing		
		Target	Actual	Diff	Target	Actual	Diff	Target	Actual	Diff
School		45.2	22.5	(22.7)	37.4	39.6	2.2	40	39.8	(0.2)
District		39.5	21.9	(17.6)	36.4	39.1	2.7	39.3	37.9	(1.4)
State		37.3	36.3	(1.0)	45.6	51.3	5.7	49.5	48.2	(1.3)

Classroom Observation Data

- It was evident/very evident that students were engaged in differentiated learning opportunities and activities that met their unique learning needs in 27% of classrooms.
- It was evident/very evident that students were provided with additional/alternative instruction and feedback at the appropriate level for their needs in 30% of classrooms.
- It was evident/very evident that students were actively engaged in learning activities in 59% of classrooms.
- It was evident/very evident that students were tasked with activities and learning that was challenging but attainable in 41% of classrooms.
- It was evident/very evident that students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in 8% of classrooms.

- It was evident/very evident that students were provided exemplars of high quality work in 14% of classrooms.

Stakeholder Survey Data

- Fewer students believed that learning services were provided to meet their needs than staff and parents.
 - 81.82% of staff agree or strongly agree with the statement, “In our school, related learning support services are provided for all students based on their needs.”
 - 70.13% 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.”
 - 58.26% of students agree or strongly agree with the statement, “My school provides learning services for me according to my needs.”
 - 82.52% of parents agree or strongly agree with the statement, “My child has access to support services based on his/her identified needs.”

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews suggest that differentiation of instruction is occurring to meet the needs of “bubble students,” but has not been expanded to meet the needs of all students.
- Staff members indicated that instruction is differentiated to meet the unique needs of students in most classes, but it is provided at very differing levels of expertise.

Indicator	Improvement Priority
4.4/4.5	Analyze availability, infrastructure, and uses of existing technologies, media, and information resources in light of what is required to deliver the school’s educational program ensuring that all students are College and/or Career Ready. Use this analysis to develop a robust school technology plan designed to meet the teaching, learning, and operational needs of all stakeholders.
Rationale	

Classroom Observation Data

- The Digital Learning Environment earned a rating of 1.3 on a 4.0 scale, indicating that there is little evidence of student use of technology for learning.
 - It was evident/very evident that students used digital tools or technology to gather, evaluate, or use information for learning in 10% of classrooms.
 - It was evident/very evident that students used digital tools or technology to conduct research, solve problems, and/or create original works for learning in 6% of classrooms.
 - It was evident/very evident that students used digital tools or technology to communicate and work collaboratively for learning in 6% of classrooms.
- All classrooms were equipped with interactive whiteboards as well as iPads or computers for student use.

Stakeholder Survey Data

- 72.72% of staff agree or strongly agree that the school provides a plan for the acquisition and support of technology to support the school's operational needs.
- 61.1% of students agree or strongly agree that the school computers are up-to-date and used by teachers to help them learn.
- 83.92% of parents agree or strongly agree that the school provides students with access to a variety of information resources to support their learning.
- On the TELL survey, 74% of teachers agree or strongly agree that they have sufficient access to instructional technology, including computers, printers, software, and internet access.
- Also on the TELL survey, 55% of teachers agree or strongly agree that the reliability and speed of Internet connections in this school are sufficient to support instructional practices.

Stakeholder Interviews, Document and Artifact Review

- According to the student handbook, unless being used for instructional purposes, all devices shall be kept out of sight and silenced during school hours, including periods of transportation provided by the school system, but excluding extracurricular activities.
- A teacher technology questionnaire has been developed and deployed. Results show:
 - 63% use technology at least every other day.
 - 57% allow students to “bring your own device” (BYOD) at least every other day.
 - 70% of teachers believe students are more engaged in coursework when technology is used.
 - When asked about obstacles to integrating technology, 24% stated lack of training, 24% stated lack of necessary skills, and 36% stated lack of time.
- One purchase order shows the following purchases: 100 Kindles, 60 graphing calculators, a wireless classroom network, a tablet charging cart, 2 Chromebooks, and 12 student workstations, along with numerous books. In addition, another P.O. shows the purchase of GradeCam (online software that allows teachers to scan grades directly into a gradebook that they are already using).

Other Pertinent Information

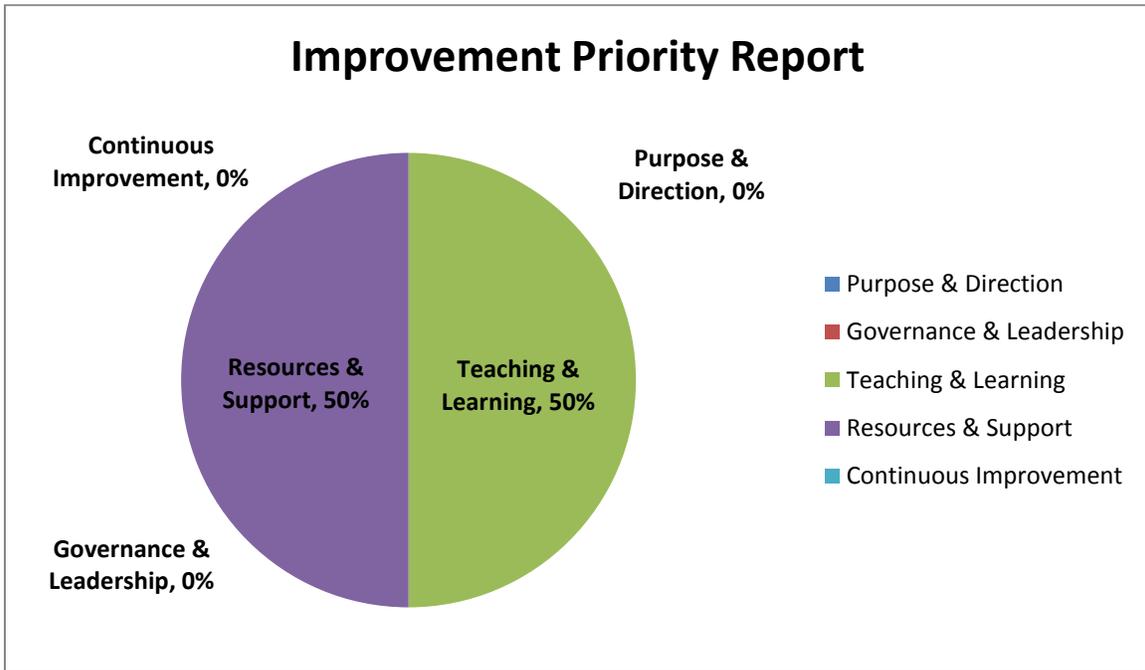
- According to student interviews, there is a contradiction between policy and reality. The policy states that students are not allowed to use personal technology during the school day. However, many teachers have students bring their own devices to use in the classroom.
- The district has a technology plan.
- The school does not have a technology plan.

Part III: Addenda

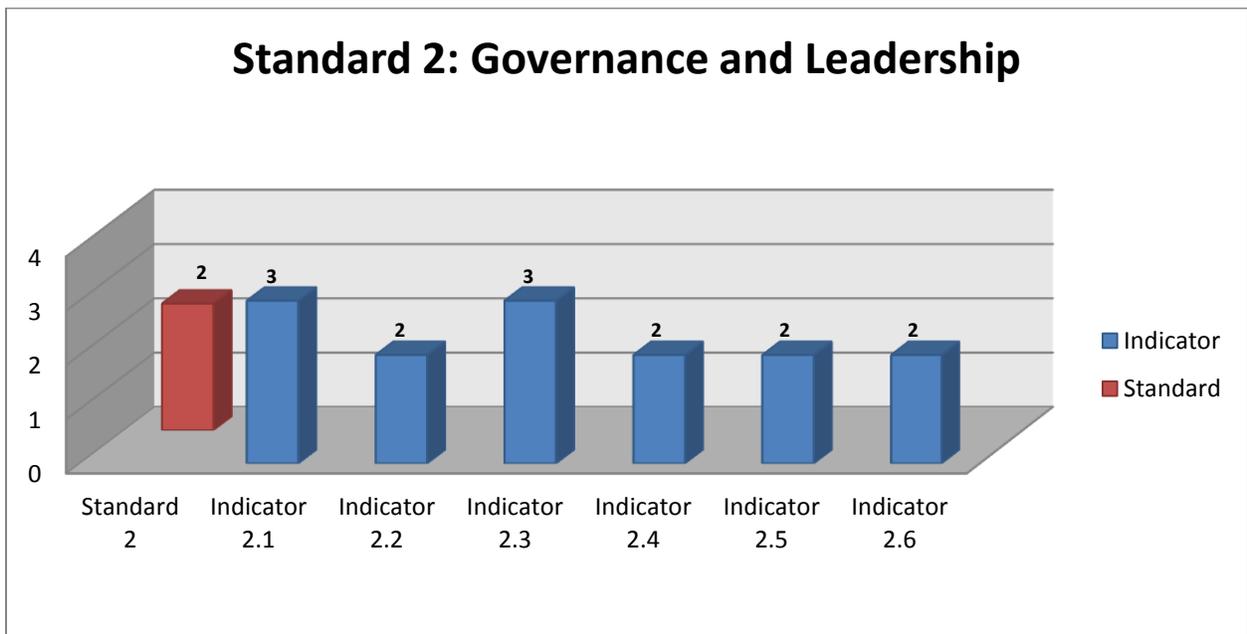
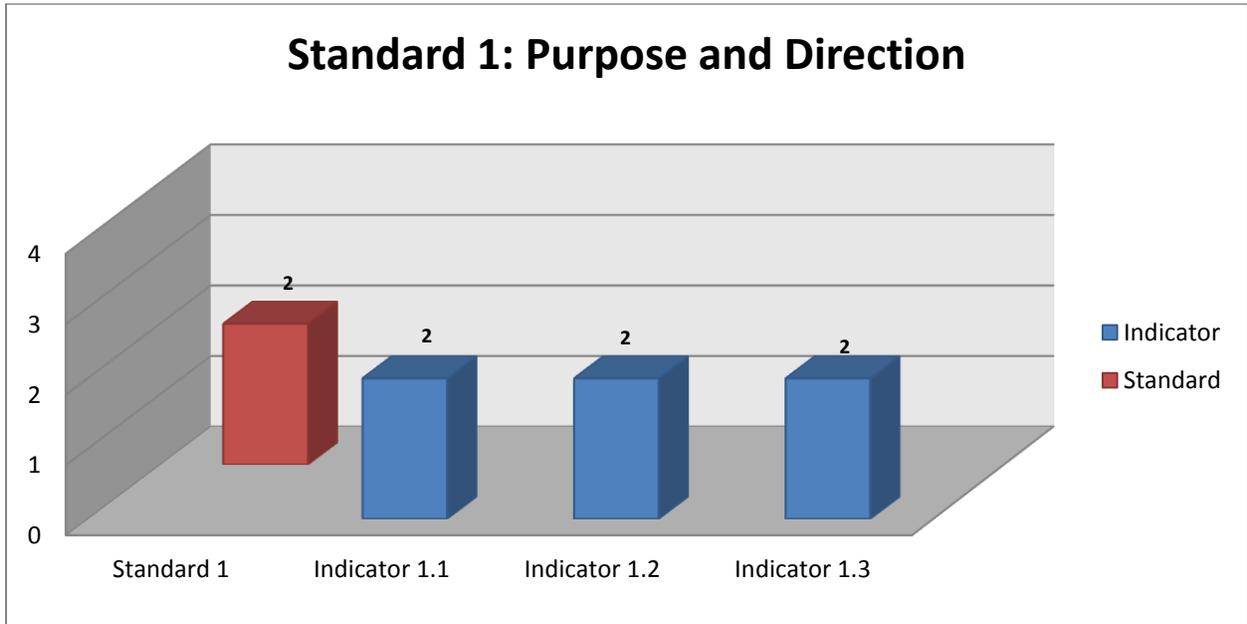
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	2
1.2	3	2
1.3	3	2
2.1	2	3
2.2	2	2
2.3	3	3
2.4	2	2
2.5	2	2
2.6	3	2
3.1	3	2
3.2	2	2
3.3	2	2
3.4	2	2
3.5	3	3
3.6	3	2
3.7	2	2
3.8	2	2
3.9	2	3
3.10	2	2
3.11	2	2
3.12	2	2
4.1	2	2
4.2	2	3
4.3	3	3
4.4	2	2
4.5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

Diagnostic Review Visuals

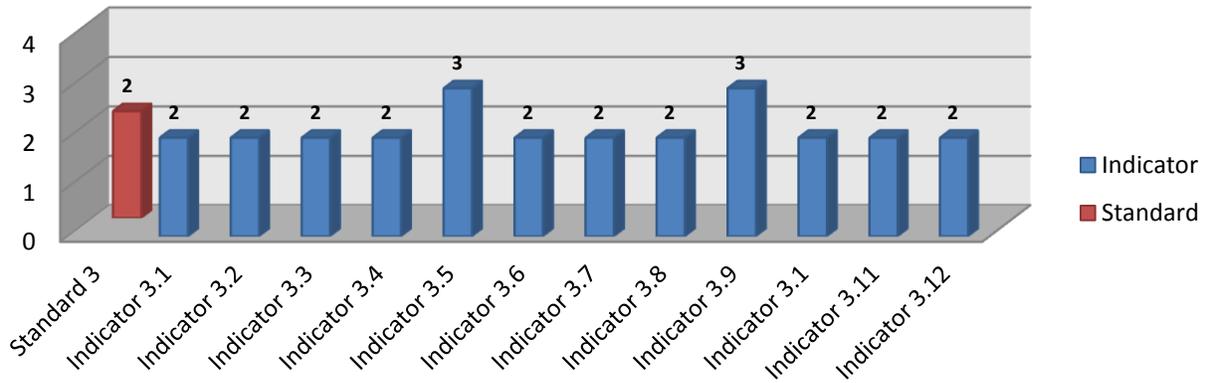
Percentage of Standards identified as
Improvement Priorities



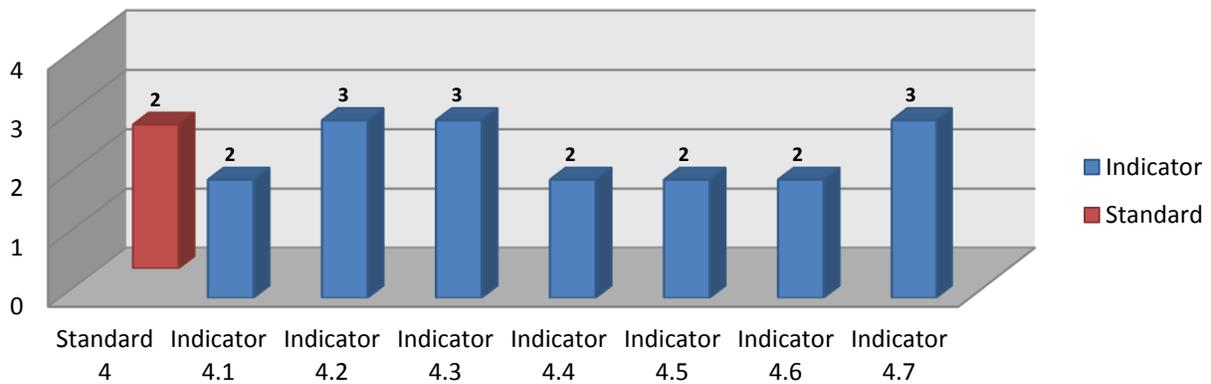
Average ratings for each
Standard and its Indicators

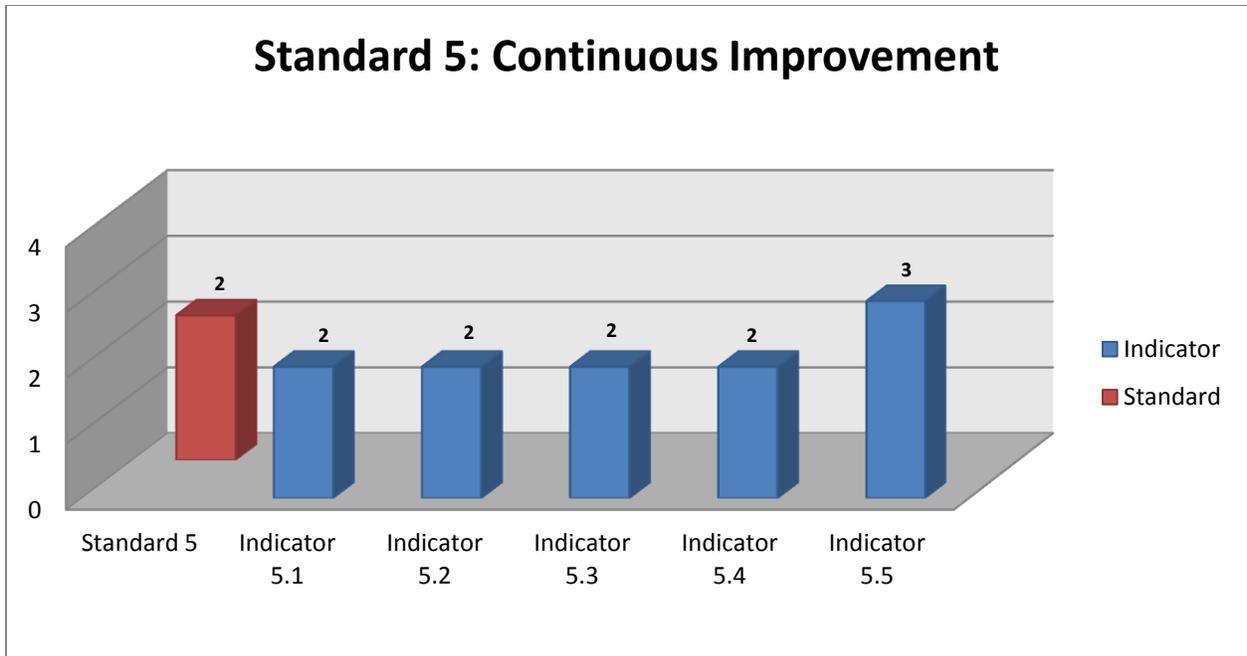


Standard 3: Teaching and Learning



Standard 4: Resources and Support





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 Knox Central High School.

Deficiency 1: The principal has not created a culture of mutual trust and collegial relationships among stakeholders.

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

School evidence:

- Evaluation
- Corrective Action Plan, Targeted Growth, Etc.
- Mid-Year Plus/Delta Evaluation
- Teacher Mentor Program
- District New Teacher Induction
- Advisor/Advisee
- Culture Survey
- TELL Survey
- 2 x 10 Student Mentor Program
- 2013-14 Professional Learning Communities Processes
- Sampling Coaching Plans
- Thank You Notes Email
- Christmas Dinner
- Pictures
- KCP3 Parent Organization
- Open House
- Surveys
- Newsletters
- Partner Corps
- Partner Corps 2014 Plan Teacher Assignment

School comments:

Next Steps:

- In order to ensure that every teacher receives immediate feedback, the principal will intentionally schedule time for administrative staff to meet with teachers during their planning periods.
- The principal will fully implement TPGES as required by the Kentucky Department of Education.
- The principal will continue to cultivate a professional climate of mutual respect and trust by providing support and monitoring to ensure PLCs, Big Rock Teams, the leadership team, and

advisory council function at a high level.

- The principal will implement the continuous classroom improvement system (PDSA) school wide to ensure students become involved in the learning process.
- The principal will continue to implement and refine standards based grading to ensure students' mastery of standards.

Team evidence:

Tell KY Survey data, AdvancED Staff Survey data, stakeholder interviews

Team comments:

The TELL KY survey was completed by teachers in 2013. It addresses teacher perceptions regarding the existence of a culture characterized by trust and respect. In general, survey results reflect positively on the school and principal, but indicate teacher perceptions regarding school conditions are less favorable than at other schools in the district and state. For example, in response to the statement, "There is an atmosphere of mutual trust and respect in this school," 52% of teachers indicated that they agree or strongly agree, while 48% indicated that they disagree/strongly disagree. In regard to this specific item, Knox Central teacher perceptions are significantly lower than state or district results. On average, the percentage of teachers who agree or strongly agree on this survey item across the district is 65%, and the state average for this survey item is 75%.

In response to the item, "Teachers are held to high professional standards for delivering instruction," 81% of the staff indicated that they agree/strongly agree. In regard to this survey item, Knox Central teacher perception is somewhat below the district average of 86% and the state average of 94%.

The AdvancED Staff Surveys were also administered in the fall of 2013 to teachers and staff. Specific survey items relative to the relationship between the principal and faculty/staff are generally favorable. For example, 74.68% of staff indicated that they agree or strongly agree with the statement, "Our school's leaders hold themselves accountable for student learning." Similarly, 70.89% indicated that they agree or strongly agree with the statement, "Our school's leaders hold all staff member accountable for student learning." 79% indicated that they agree or strongly agree with the statement, "Our school's leaders support an innovative and collaborative culture." 79.75% indicated that they agree or strongly agree with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school."

Some interviews indicated that some teachers were feeling frustrated and/or overwhelmed with changes and the frequency with which changes occur in the school. However, other interviews indicated that the significant change and improvement that has occurred in the school was a source of pride for all students, teachers, parents, and administrators.

There are opportunities for teachers to serve in leadership roles exist in the school such as PLC Lead, PLC Department Lead, School Leadership Team, and serving on or leading various committees.

Deficiency 2: The principal has not maximized the evaluation process to improve student achievement.

School/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.

School evidence:

- Evaluation
- Corrective Action Plan, Targeted Growth, Etc.
- Mid-Year Plus/Delta Evaluation
- Classified Evaluations
- Systems Check
- Sampling Coaching Plans

School comments:

Next Steps:

- In order to ensure that every teacher receives immediate feedback, he principal will intentionally schedule time for administrative staff to meet with teachers during their planning periods.
- The principal will fully implement TPGES as required by the Kentucky Department of Education.
- The principal will incorporate longitudinal data as well as current year data to aid in the evaluation of teacher growth.

Team evidence:

Classified evaluations, corrective action plans, certified evaluations, completed walkthrough forms, principal presentation, stakeholder interviews, student performance data, PLC meeting minutes and agendas

Team comments:

Evidence strongly suggests efforts by the principal and his leadership team to implement a systematic, consistent evaluation system by 1) formulating and disseminating a walkthrough schedule and completing weekly classroom observations, and 2) providing feedback and, when necessary, implementing coaching plans or corrective action plans for teachers who require additional assistance (although some teacher interviews showed contradictory evidence). Documentation also suggests that some teachers seek coaching independently. Some Professional Learning Community (PLC) groups receive additional mentoring and monitoring by at least one member of the school leadership team. Additionally, AdvancED survey results revealed the following:

- 89.88% of staff indicated that they agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”

- 74.68% of staff indicated that they agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”

However, more limited evidence exists to support a widespread effect of the evaluation process on student achievement. Knox Central High School’s state accountability scores rose from 46.8 (16th percentile) in 2012 to 52.6 (40th percentile) in 2013. This increase was primarily due to improvement in the college and career readiness index, graduation rate, and writing accountability, with more limited improvement in some areas of the overall core academic program (e.g., social studies and Language Mechanics). Student accountability scores fell in the core academic areas of reading, mathematics, and science.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
YEAR	-	-	-	-	-	-	-	-	-	-	-	-
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

Deficiency 3: The principal has not ensured all teachers use effective instructional practices.

School/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.

School evidence:

- Evaluation
- Mid-Year plus/delta evaluation
- Walkthroughs
- PDSA Instructional Process
- PLC Protocols
- PLC Norms
- Job-Embedded Professional Development

School comments:

Next Steps:

- In order to ensure that every teacher receives immediate feedback, the principal will intentionally schedule time for administrative staff to meet with teachers during their planning periods.
- The principal will fully implement TPGES as required by the Kentucky Department of Education.
- The principal will continue to design professional development based on individual teacher

needs to advance student achievement.

- The principal will expand the Cognitive Coaching Model by providing Cognitive Coaching to additional administrators in order to provide one-on-one coaching with more teachers, including new and experienced teachers.

Team evidence:

Certified evaluations, completed walkthrough observation forms, professional development plan, professional development evaluations, PLC notebooks, principal's presentation, stakeholder interviews, student performance results, Effective Learning Environment Observation Tool (ELEOT) results

Team comments:

Evidence suggests, and the school leadership team (e.g., principal, assistant principals, curriculum coach, Education Recovery Specialist) collectively voices, a desire for school wide use of effective teaching strategies. While ELEOT walkthrough data did reveal some pockets of rigorous instruction, the school is still in the process of addressing this deficiency. Teachers have engaged in Rigor and Relevance professional development workshops, but there is not an obvious common operational definition of rigor in every classroom. ELEOT walkthrough data revealed that 67% of students observed were not engaged or partially engaged in rigorous coursework, discussions, and/or tasks. ELEOT observation data also showed that 71% of students observed were not required or were partially required to respond to questions involving higher-order thinking (applying, evaluating, synthesizing). Additionally, the School Report Card demonstrates very high percentages of students scoring at the Novice and Apprentice levels in core academic areas during the 2013 school year, suggesting that rigorous instruction does not occur school wide.

- 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
- 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
- 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
- 2013 social studies achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.
- 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
- 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.
- 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.

Deficiency 4: The school council does not continuously and rigorously evaluate the effectiveness of their decisions.

School/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.

School evidence:

- Advisory Council
- Communication Plans
- SBDM Policies
- TELL Survey
- Standards based grading parent letter
- Knox Central High School website link

School comments:

Next steps:

- The advisory council will create a systematic process to review and revise all policies, including a process to evaluate the impact those policies have on student achievement.
- The principal will attend SBDM training to ensure a smooth transition from advisory council to SBDM council when the school regains SBDM authority.
- The principal will evaluate the current communication plan and make revisions to increase two-way communication among all stakeholders.

Team evidence:

Self-Assessment, stakeholder interviews, review of documents and artifacts

Team comments:

Documentation reveals that the Advisory Council is meeting about once per month. Agenda and meeting minutes are maintained, although there appears to be some inconsistency in how the work of the Advisory Council is documented. Training has been provided for some, but not all, Advisory Council members. Stakeholders provided conflicting information about the role of the Advisory Council and the frequency of meetings.

Agendas and minutes suggest that Advisory Council meetings are an opportunity for the principal or other school leaders to share information. In some instances, the agenda allowed only 10 minutes for Advisory Council feedback. Some stakeholder interviews indicated a limited understanding and engagement with Advisory Council roles, responsibilities, and members.

It appears that the Advisory Council reviewed the standards-based grading and graduation policies before they were implemented. The Advisory Council examined and supported the zero-based budget. Meeting minutes do not indicate that the Advisory Council is making decisions that can be evaluated or that they are engaging in evaluation of any type.

Deficiency 5: The principal has not empowered teachers as important decision-makers.

School/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.

School evidence:

- Leadership Team
- PLC Lead
- Literacy Committee
- KCP3
- Big Rock Teams
- 2 x 10 Program
- TELL Survey
- Tutoring Lists

School comments:

Next Steps:

- The principal, along with the advisory council through monitoring, will ensure Big Rock Teams are adhering to school council policy in regard to standing committees.
- The principal will create a plan aggressively seeking stakeholder participation on all school committees.
- The principal will continue to reinforce the school’s vision of every student college and/or career ready by strengthening the advisor/advisee program and the 2 x 10 student mentoring program to ensure that teachers are committed to the success of all students at Knox Central High School.

Team evidence:

Team comments:

The principal and members of the school leadership team have implemented a Professional Learning Community (PLC) process through which some teachers are empowered to make curricular, instructional, and assessment decisions. Some teachers also serve as content area department chairs. Some stakeholder interview evidence supported the principal’s openness to reasonable funding

requests.

However, the degree to which all teachers have been empowered as important decision-makers is still somewhat limited by 1) over-participation in the PLC process (e.g., involvement in more than one or two PLC groups), 2) under-participation in the PLC process (e.g., some related arts teachers cannot participate in PLC groups because of a lack of common planning time), and 3) a polarized segment of the faculty who feel that they do not have a voice in instructional decision-making. According to the AdvancED staff survey, 82.5% of staff agree or strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making," while 79.75% of staff agree or strongly agree with the statement, "Our school's leaders support an innovative and collaborative culture." Additionally, according to the 2013 TELL KY Survey, 52% of teachers agreed with the statement, "Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy."

Very limited evidence suggested a district-led mentoring structure supported by the principal and other school leadership team members in collaborative endeavors.

Diagnostic Review Team Schedule

Knox Central High School Diagnostic Review

SUNDAY, MARCH 9, 2014

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, MARCH 10, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	CCHS office	Diagnostic Review Team Members

<p>8:00 – 9:00 a.m.</p>	<p>Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>	<p>Conference room or other private work area that can be designated for team use during the three day on-site review</p>	<p>All diagnostic review team members</p>
<p>9:00– 9:15</p>	<p>Break</p>		<p>Diagnostic Review Team Members</p>
<p>9:15-10:15</p>	<p>Principal Interview</p>		<p>Diagnostic Review Team Members</p>
<p>10:30– 11:45</p>	<p>Begin school and classroom observations</p>	<p>Classroom</p>	<p>Diagnostic Review Team Members</p>
<p>11:45 a.m.-12:30 p.m.</p>	<p>Lunch & Team Debriefing</p>	<p>Team Room 405</p>	<p>Diagnostic Review Team Members</p>
<p>11:45 – 4:00</p>	<p>School and classroom observations continue (Some team members may be assigned to</p>		
	<p>Individual interviews should be scheduled for all school council members</p>		<p>Diagnostic Review Team Members (working in pairs or as individuals)</p>

12:30	Interviews: Teachers member -	Room 305	
1:15	Interviews: Teacher member	Room 305	
2:20	Interviews: Teacher member -	Room 305	
2:00-3:00	Interviews: Parent Member –	Room 305	
3:00-4:00	Interviews: Parent Member -	Room 305	
	Small group (3-5 persons) interviews should be scheduled for <ol style="list-style-type: none"> 1. parent leaders (2 team members 2. students 3. Community 		Diagnostic Review Team Members (working in pairs or as individuals)
12:30-1:15	Interview: Parents (5)	Curriculum Room 405	
1:45-2:30	Interview: Community Partners (4)	Room 305	
2:35-3:20	Interview: Community Partners (2)	Room 305	
3:25-4:10	Interview: Community Partners (3)	Room 305	
11:07-12:02 (4 th period)	Interview: Students	Room 305	
	Begin review of artifacts and documentation	Team Room 405	Diagnostic Review Team
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> ○ 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) ○ Begin drafting report ○ Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

TUESDAY, MARCH 11, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts		Diagnostic Review Team members (working in pairs or as individuals)
	Interview ERL and ERSs	TBA	Julia, Tom and Marcia
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> • Review findings from Tuesday • Team deliberations to determine or confirm indicator ratings • Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. • Tabulate Learning Environment ratings 	Hotel Conference Room	Diagnostic Review Team Members

	<p>Team member discussion:</p> <ul style="list-style-type: none"> • 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.) 		
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WEDNESDAY, MARCH 12, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard 		Diagnostic Review Team Members

	<ul style="list-style-type: none"> Learning Environment narrative 		
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team’s findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		Diagnostic Review Team

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.

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School Diagnostic Review Summary Report

Knox Central High School

Knox County Public Schools

3/09/2014 – 3/12/2014

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

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

Principal Authority:

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

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

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Knox Central High School.

Principal, Knox Central High School

_____ Date: _____

Superintendent, Knox County Public Schools

_____ Date: _____