Internal District Review Report

Name of Institution Reviewed: Leslie County School District

Date: January 14, 2014- January 15, 2014

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Introduction

The KDE Internal School/District Review is designed to:

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

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

- review of the 2011-2012 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2013
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2013 and TELL Kentucky survey data
- principal and stakeholder interviews

The report includes:

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

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Standard 3: Teaching and Assessing for Learning

Standard: The school/district's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	District Rating for Standard 3 2.58	Team Rating for Standard 3 **2.08**

Standard: **The school/district's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

3.1	The school/district'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.	District Rating 3	Team Rating **2**

Performance levels		
	4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school/district's purpose.
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
x	2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
	1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.
x	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	1	There is no evidence to indicate how successful students will be at the next level.
	4	Like courses/classes have the same high learning expectations.
x	3	Like courses/classes have equivalent learning expectations.
	2	Most like courses/classes have equivalent learning expectations.
	1	Like courses/classes do not always have the same learning expectations.
	4	Learning activities are individualized for each student in a way that supports achievement of expectations.
	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.
x	2	Little individualization for each student is evident.

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	1	No individualization for students is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts (PLC agendas, course syllabi, student schedules, unit plans, pacing guides, district calendar)
Superintendent's presentation and interview
AdvancED Stakeholder Survey data

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Facilitate the creation of a standards-based districtwide K-12 written curriculum that provides equitable and challenging learning experiences that ensures all students have sufficient opportunities to develop learning, thinking and life skills. District leadership in collaboration with school leadership should develop a process to systematically monitor and revise the curriculum through frequent walkthroughs and reviews of student assessment data.

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Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Classroom Observation Data:

- In the Equitable Learning Environment, the statement, "Has equal access to classroom discussions, activities, resources, technology, and support," received a rating of 2.9 on a 4-point scale, indicating that it is evident that most students have equitable opportunities to develop learning skills, thinking skills, and life skills.
- In the High Expectations Environment, the statement, "Is tasked with activities and learning that are challenging but attainable," received a rating of 1.6 on a 4-point scale, which reflects there is some evidence that the activities in the classroom are challenging.
- In the Active Learning Environment, the statement, "Makes connections from content to real – life experiences," received a rating of 2.4 on a 4-point scale, suggesting there is some evidence that students have the opportunity to connect what they learn to real-life experiences.

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Stakeholder Survey Data:

- In a survey, 74.2% of students strongly agree/agree with the statement, "My school provides me with challenging curriculum and learning experiences," suggesting that most students' experiences with curriculum and learning are challenging.
- In a survey, 62.6% of students strongly agree/agree with the statement, "My school prepares me to deal with issues I may face in the future," indicating that more than half of the students feel prepared to deal with future educational issues as a result of their school/district experiences.
- In a survey, 74.2% of parents strongly agree/agree with the statement, "All of my child's teachers provide an equitable curriculum that meets her/her learning needs," suggesting that a majority of parents are satisfied that the school/district provides an equitable curriculum that meets their children's learning needs.
- In a survey, 77.4% of parents strongly agree/agree with the statement, "All of my child's teachers give work that challenges my child," indicating that most parents believe their children's teachers provide a challenging curriculum.

Stakeholder interviews, document and artifact review:

- The district provided curriculum documents, but they were limited to grades K-8.
- During interviews with district administration and reviews of artifacts it was learned that a district curriculum/assessment protocol was adopted during the 2012-13 school year.
- Some teacher-created curriculum maps, pacing guides, and syllabi were provided by the high school/district.

Other pertinent information:

- The district curriculum/assessment protocol was adopted during the 2012-13 school year that included a four (4) phase curriculum review cycle. The evidence shows that the district is still in early phases of implementation.

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.	District Rating 2	Team Rating **2**
Performance levels				
	4	Using data from multiple assessments of student learning and an examination of professional practice, school/district personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district's goals for achievement and instruction and statement of purpose.		
	3	Using data from student assessments and an examination of professional practice, school/district personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district's goals for achievement and instruction and statement of purpose.		
x	2	School/district personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school/district's goals for achievement and instruction and statement of purpose.		
	1	School/district personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school/district's goals for achievement and instruction and statement of purpose.		

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	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
	3	There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
X	2	A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	1	No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school/district's purpose are maintained and enhanced in curriculum, instruction, and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school/district's purpose are maintained and enhanced in curriculum, instruction, and assessment.
x	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school/district's purpose in curriculum, instruction, and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school/district's purpose in curriculum, instruction, and assessment.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts (curriculum maps, data notebooks)
Superintendent's presentation and interview
PLC agendas and minutes
Quarterly Reports
AdvancED Stakeholder Survey data

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

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"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Develop and implement a districtwide systematic, collaborative process to establish fully functioning Professional Learning Communities, in all schools, that are frequently monitored to ensure that the district's curriculum, instruction and assessment are aligned horizontally and vertically. This system should include a protocol to adjust the curriculum, instruction and assessment in response to data from multiple sources.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.

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- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder Survey Data:

- In a survey, 76.6% of students strongly agree/agree with the statement, "My school gives me multiple assessments to check my understanding of what was taught," suggesting that most students are formatively assessed to determine understanding.

Stakeholder interviews, document and artifact review:

- In reviewing artifacts it is evident some PLCs have been established and are meeting.
- Interviews with district administrators indicate that there is no systematic district approach to providing guidance to the schools in the development and implementation of Professional Learning Communities in all content areas.

Other pertinent information:

- There is evidence of PLCs at Leslie County High School functioning at different levels of implementation. However, interviews indicate that the district provided limited support in these efforts.

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	District Rating 2	Team Rating **2**

Performance levels		
	4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	3	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
x	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.
x	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
	1	Teachers seldom or never personalize instructional strategies.
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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x	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts
PLC agendas

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Develop a protocol by which school and district leadership monitor instruction and provide teachers with feedback through frequent walkthroughs focusing on the implementation of a variety of instructional strategies that require student collaboration, self-reflection, and the development of critical thinking skills.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Classroom Observation Data:

- In the Equitable Learning Environment, the statement, “Has differentiated learning opportunities and activities that meet her/his needs,” received a score of 1.3 on a 4-point scale, which reflects there is little evidence within the classroom that teachers personalize instructional strategies and interventions to address individual learning needs.
- In the High Expectations Environment, the statement, “Is engaged in rigorous coursework, discussions, and/or tasks,” received a score of 1.7 on a 4-point scale, indicating that there is evidence that teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

- In the Active Learning Environment, the statement, "Is actively engaged in the learning activities," received a score of 2.3 on a 4-point scale, which reflects there is evidence that teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
- The Digital Learning Environment received an overall score of 1.3 on a 4-point scale, suggesting teachers rarely or never use technologies as instructional resources and learning tools.

Stakeholder Survey Data:

- In a survey, 61.7% of students strongly agree/agree with the statement, "My school motivates me to learn new things," indicating that more than half of students integrate and apply new knowledge.
- In a survey, 49.7% of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs," noting that less than half of students feel that teachers modify instruction to meet their specific learning needs.
- In a survey, 78.5% of parents strongly agree/agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities," suggesting that most parents believe teachers are utilizing a variety of teaching strategies to meet student needs.
- In a survey, 65.6% of parents strongly agree/agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction," suggesting that approximately two-thirds of parents believe teachers are personalizing teaching strategies and learning activities to meet the needs of their children.
- In a survey, 82.8% of parents strongly agree/agree with the statement, "My child sees a relationship between what is being taught and his/her everyday life," indicating that most parents believe that teachers create opportunities for students to apply and integrate information they have learned.
- In a survey, 89.4% of parents strongly agree/agree with the statement, "My child has up-to-date computers and other technology to learn," suggesting that most parents believe students have access to current technology.

Stakeholder interviews, document and artifact review:

- Documentation reveals that professional development focusing on the use of varied instructional strategies has been provided. However, stakeholder interviews and walkthrough data suggest that teachers seldom use varied instructional strategies.
- Interviews with district leaders reveal that they are conducting some walkthroughs. However, the focus is based and feedback is given on non-negotiables and compliance rather than varied instructional strategies.

3.4	School/district leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	District Rating 3	Team Rating **2**
Performance levels			
4	School/district leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.		
3	School/district leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the		

		school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
X	2	School/district leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	1	School/district leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview
PLC agendas and minutes
Curriculum documents
Walkthrough template
District Board of Education policy

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

x	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Establish and implement a formal and consistent district instructional monitoring process that provides teachers and school leadership with specific and timely written feedback on the improvement of instructional practices that are aligned with the school/district values and beliefs. This process should monitor whether the school/district curriculum is being fully implemented and whether instructional strategies are being used that actively engage students in the learning process.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
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benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Classroom Observation Data:

- The Progress Monitoring and Feedback Environment received an overall rating of 2.0 on a 4-point scale indicating that there is some evidence that school/district leaders monitor instructional practices through supervision and evaluation procedures.

Stakeholder interviews, document and artifact review:

- District leadership interviews indicate that some feedback is provided to teachers and school/district leaders from walkthroughs. However, there is no systemic or formal process to ensure that there is improvement in instructional practices.
- The district provided no documentation of walkthrough feedback data.

3.5	Teachers participate/system operates in collaborative learning communities to improve instruction and student learning.	District Rating 3	Team Rating **2**

Performance levels		
	4	All school/district staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All school/district staff participate in collaborative learning communities that meet both informally and formally.
X	2	Some school/district staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels and content areas.
	3	Collaboration often occurs across grade levels and content areas.
X	2	Collaboration occasionally occurs across grade levels and content areas.
	1	Collaboration seldom occurs across grade levels and content areas.
	4	Staff members implement a formal process that promotes productive discussion about student learning.
	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
X	2	Staff members promote discussion about student learning.
	1	Staff members rarely discuss student learning.
	4	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school/district staff members.
	3	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school/district personnel.
X	2	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur

		among school/district personnel.
	1	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school/district personnel.
	4	School/district personnel can clearly link collaboration to improvement results in instructional practice and student performance.
	3	School/district personnel indicate that collaboration causes improvement results in instructional practice and student performance.
X	2	School/district personnel express belief in the value of collaborative learning communities.
	1	School/district personnel see little value in collaborative learning communities.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview
PLC agendas and minutes from the high school

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
x	**Improvement Priority**

Improvement Priority

Create, implement, and monitor a districtwide professional learning community system that ensures that all teachers (same content and/or same grade level) collaborate frequently and formally discuss student learning, improve instruction and implement the set curriculum.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

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Stakeholder Survey Data:

- In a survey, 77.42% of parents strongly agree/agree with the statement, "All of my child's teachers work as a team to help my child learn," indicating that most parents feel all school staff participate in a professional learning community to help their children learn.

Stakeholder interviews, document and artifact review:

- Evidence shows that PLC work is occurring at the high school; however, there is little support or oversight provided by the district.

3.6	Teachers implement the school/system's instructional process in support of student learning.	District Rating 2	Team Rating **2**

Performance levels		
	4	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance.
	3	All teachers use an instructional process that informs students of learning expectations and standards of performance.
X	2	Most teachers use an instructional process that informs students of learning expectations and standards of performance.
	1	Few teachers use an instructional process that informs students of learning expectations and standards of performance.
	4	Exemplars are provided to guide and inform students.
	3	Exemplars are often provided to guide and inform students.
x	2	Exemplars are sometimes provided to guide and inform students.
	1	Exemplars are rarely provided to guide and inform students.
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
X	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
	1	The process includes limited measures to inform the ongoing modification of instruction.
	4	The process provides students with specific and immediate feedback about their learning.
	3	The process provides students with specific and timely feedback about their learning.
X	2	The process provides students with feedback about their learning.
	1	The process provides students with minimal feedback of little value about their learning.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		

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Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview
PLC agendas

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

x	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Initiate and monitor a districtwide instructional process that includes the use of teacher and student data notebooks (already implemented at the high school level), the use of exemplars, and the use of formative assessments to modify instruction and revise the curriculum.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of

students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).

- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Classroom Observation Data:

- In the High Expectations Environment, the statement, “Knows and strives to meet the high expectations established by the teacher,” received a score of 1.9 on a 4-point scale, indicating there is some evidence that most teachers use an instructional process that informs students of learning expectations.
- In the High Expectations Environment, the statement, “Is provided exemplars of high quality work,” received a score of 1.7 on a 4-point scale, indicating there is some evidence that exemplars are sometimes provided to guide and inform students.

Stakeholder Survey Data:

- In a survey, 72.0% of students strongly agree/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,” indicating that most students report receiving feedback about their learning.
- In a survey, 69.6% of students strongly agree/agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful,” suggesting that more than half of students feel that that teachers have a process that informs students of learning expectations and standards of performance.
- In a survey, 75.7% of students strongly agree/agree with the statement, “All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught,”

indicating that most students believe the instructional process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.

- In a survey, 69.6% of students strongly agree/agree with the statement, "All of my teachers provide me with information about my learning and grades," suggesting that over half of students feel the instructional process provides students with feedback about their learning.
- In a survey, 93.6% of parents strongly agree/agree with the statement, "My child knows the expectations for the learning in all classes," noting that most parents feel their children's teachers communicate classroom learning expectations.
- In a survey, 89.3% of parents strongly agree/agree with the statement, "My child is given multiple assessments to measure his/her understanding of what is taught," suggesting that most parents believe that the instructional process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.

Stakeholder interviews, document and artifact review:

- District interviews indicate that teacher and student data notebooks have been implemented at the high school level. However, little support or oversight has been provided by the district.
- District interviews indicate an intention to implement teacher data notebooks districtwide.

3.7		Mentoring, coaching, and induction programs support instructional improvement consistent with the school/system's values and beliefs about teaching and learning.	District Rating 2	Team Rating **2**
Performance levels				
	4	All school/district personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning.		
	3	School/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning.		
X	2	Some school/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning.		
	1	Few or no school/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning.		
	4	These programs set high expectations for all school/district personnel and include valid and reliable measures of performance.		
	3	These programs set expectations for all school/district personnel and include measures of performance.		
X	2	These programs set expectations for school/district personnel.		
	1	Limited or no expectations for school/district personnel are included.		
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
Self-Assessment				
Executive Summary				

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Previous KDE Leadership Assessment
School and District Report Card
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Establish a formal mentoring, coaching, and induction program by which each school implements a method that supports instructional improvement of all teachers consistent with the school/system's values and beliefs about teaching and learning. This system should be centered on teacher needs from formal and informal observations.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).

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- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder interviews, document and artifact review:

- Interviews showed that the high school has implemented a "New Teacher Academy", but this effort has had little support or oversight from the district.

3.8		The school/system engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	District Rating 3	Team Rating **2**
Performance levels				
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated.		
X	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.		
	2	Programs that engage families in their children's education are available.		
	1	Few or no programs that engage families in their children's education are available.		
	4	Families have multiple ways of staying informed of their children's learning progress.		
	3	School/district personnel regularly inform families of their children's learning progress.		

X	2	School/district personnel provide information about children's learning.
	1	School/district personnel provide little relevant information about children's learning.

Evidence Reviewed
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
School and District Report Card
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview
PLC agendas
2012 parent survey data
District Communication Plan

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Facilitate ongoing stakeholder trainings at the school/district level informing parents/guardians of their children's attendance and learning progress using the Infinite Campus Parent Portal.

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Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder Survey Data:

- In the High Expectations Environment, the statement, “Knows and strives to meet the high expectations established by the teacher,” received a score of 1.9 on a 4-point scale, indicating there is some evidence that most teachers use an instructional process that informs students of learning expectations.
- In the High Expectations Environment, the statement, “Is provided exemplars of high quality work,” received a score of 1.7 on a 4-point scale, indicating there is some evidence that exemplars are sometimes provided to guide and inform students.

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Stakeholder Survey Data:

- In a survey, 72% of students strongly agree/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," indicating that most students report receiving feedback about their learning.
- In a survey, 69.6% of students strongly agree/agree with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful," suggesting that more than half of students feel that that teachers have a process that informs students of learning expectations and standards of performance.
- In a survey, 75.7% of students strongly agree/agree with the statement, "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught," indicating that most students believe the instructional process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
- In a survey, 69.6% of students strongly agree/agree with the statement, "All of my teachers provide me with information about my learning and grades," suggesting that over half of students feel the instructional process provides them with feedback about their learning.
- In a survey, 93.6% of parents strongly agree/agree with the statement, "My child knows the expectations for the learning in all classes," noting that most parents feel their children's teachers communicate classroom learning expectations.
- In a survey, 89.3% of parents strongly agree/agree with the statement, "My child is given multiple assessments to measure his/her understanding of what is taught," suggesting that most parents believe that the instructional process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision.

Stakeholder interviews, document and artifact review:

- A communications survey from fall 2012 indicates 32% of those surveyed were unaware that Infinite Campus was available to monitor their child's progress and attendance in school.
- A communications survey from fall 2012 indicates 92.8% of those surveyed were either somewhat or very satisfied with the communications received from the school and/or district.
- The artifact review indicates there is a formal district communication plan.
- The district has established a relationship in which the local newspaper editor frequently publishes stories highlighting the school/district's activities and accomplishments.
- District interviews indicate that Twitter is used as a communication platform to inform parents of opportunities to participate and assist in district planning.

3.9		The school/system has a formal structure whereby each student is well known by at least one adult advocate in the school/district who supports that student's educational experience.	District Rating 4	Team Rating **3**
Performance levels				
X	4	School/district personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.		
	3	School/district personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.		
	2	School/district personnel participate in a structure that gives them interaction with individual		

		students, allowing them to build relationships over time with the student.
	1	The system provides few or no opportunities for school/district personnel to build long-term interaction with individual students.
	4	All students participate in the structure.
X	3	All students may participate in the structure.
	2	Most students participate in the structure.
	4	The structure allows the school/district employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
	3	The structure allows the school/district employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
X	2	The structure allows the school/district employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.
	1	Few or no students have a school/district employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
	Improvement Priority

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder Survey Data:

- In a survey, 52.8% of students strongly agree/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,” suggesting that a little over half of students feel school/district personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.
- In a survey, 88.2% of parents strongly agree/agree with the statement, “My child has at least one adult advocate in the school,” indicating that most parents feel their children are connected to at least one adult, which is a discrepancy from the student survey results.

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Stakeholder interviews, document and artifact review:

- District interviews and the superintendent's presentation indicate that district administrators participate in a mentoring program with high school students, providing a long term interaction with individual students and allowing them to build relationships over time.

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.	District Rating 2	Team Rating **2**

Performance levels		
	4	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
X	2	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers use common grading and reporting policies, processes, and procedures.
	4	These policies, processes, and procedures are implemented without fail across all grade levels and all courses.
	3	These policies, processes, and procedures are implemented consistently across grade levels and courses.
X	2	These policies, processes, and procedures are implemented across grade levels and courses.
	1	Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes, and procedures.
	3	Stakeholders are aware of the policies, processes, and procedures.
X	2	Most stakeholders are aware of the policies, processes, and procedures.
	4	The policies, processes, and procedures are formally and regularly evaluated.
	3	The policies, processes, and procedures are regularly evaluated.
X	2	The policies, processes, and procedures may or may not be evaluated.
	1	No process for evaluation of grading and reporting practices is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
School and District Report Card
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts

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Superintendent's presentation and interview
PLC agendas
Board of Education policies and procedures

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Create and communicate with all school/district stakeholder groups a districtwide grading and reporting policy based on clearly defined criteria representing the attainment of content knowledge and skills consistent across grade levels and courses.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).

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- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.
- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder Survey Data:

- In a survey, 49.5% of students strongly agree/agree with the statement, “All of my teachers keep my family informed of my academic progress,” indicating that less than half of students believe their families are informed of their academic progress.
- In a survey, 66.8% of students strongly agree/agree with the statement, “All of my teachers fairly grade and evaluate my work,” suggesting that over half of students feel teacher grading policies, processes, and procedures are implemented consistently.
- In a survey, 76.4% of parents strongly agree/agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded,” suggesting that most parent are regularly informed of their children’s progress, which is a discrepancy from the student survey data.
- In a survey, 85.0% of parents strongly agree/agree with the statement, “All of my child’s teachers report on my child’s progress in easy to understand language,” indicating that most parents are aware of the policies, processes, and procedures.

Stakeholder interviews, document and artifact review:

- The district’s policy on grading provides a uniform scale but grades are not based solely on attainment of content knowledge and skills (participation).

3.11	All staff members participate in a continuous program of professional learning.	District Rating 3	Team Rating **2**

Performance levels		
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school/district's purpose and direction.
	3	All staff members participate in a continuous program of professional learning that is aligned with the school/district's purpose and direction.
X	2	Most staff members participate in a program of professional learning that is aligned with the school/district's purpose and direction.
	1	Few or no staff members participate in professional learning.
	4	Professional development is based on an assessment of needs of the school/district and the individual.
	3	Professional development is based on an assessment of needs of the school/district.
X	2	Professional development is based on the needs of the school/district.
	1	Professional development, when available, may or may not address the needs of the school/district or build capacity among staff members.
	4	The program builds measurable capacity among all professional and support staff.
	3	The program builds capacity among all professional and support staff.
X	2	The program builds capacity among staff members who participate.
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
	2	The program is regularly evaluated for effectiveness.
X	1	If a program exists, it is rarely and/or randomly evaluated.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School and District Report Card
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview
PLC agendas
District web site
District professional development plan

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card

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- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Provide district assistance to school leadership in implementing a continuous program of professional learning aligned with the school/district's purpose and direction and based on school/district and individual teacher needs in order to build capacity. This program should be rigorously and systematically evaluated by the district and school for effectiveness to improve instruction, student learning, and conditions that support learning.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).
- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
- Student performance data demonstrate decreases in ACT data in English (-2.2 points), math (0.7 points), reading (-1.2 points), science (-1.0 points), and composite (-1.4 points).
- Student performance data for 2012 and 2013 demonstrate an increase of 16.9 points in the percentage of students meeting the English benchmark on the PLAN, no change in the percentage of students meeting the math benchmark on the PLAN, an increase of 16.2 points in the percentage of students meeting the reading benchmark on the PLAN, and no change in the percentage of students meeting the science benchmark on the PLAN.

- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
- Student performance data for 2012 and 2013 demonstrate that there was an increase from 41 students to 69 students meeting College Readiness, an increase from 20 to 44 students who were Career Ready, and an increase from 53 to 90 students who met College and Career Readiness. The 2013 data shows that 74.4% were College or Career ready.
- The graduation rate for 2012 was 69.4% using the Average Freshman Graduation Rate (AFGR) while the graduation rate for 2013 was 99.2% using the Cohort Model.
- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews indicate that surveys help guide professional learning opportunities for teachers. However, those surveys were not provided for review.
- Documentation of implementation of a professional learning program including professional learning calendars or plans were not provided to the review team.
- Although there is a professional development plan on the school's web site, it is from 2011-12 and is not current.

3.12	The school/system provides and coordinates learning support services to meet the unique learning needs of students.	District Rating 2	Team Rating **2**
Performance levels			
	4	School/district personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).	
	3	School/district personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).	
X	2	School/district personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).	
	1	School/district personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).	
	4	School/district personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	
	3	School/district personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	
X	2	School/district personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	
	1	School/district personnel provide or coordinate some learning support services to students within these special populations.	

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Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
School and District Report Card
ELEOT classroom observation data
Stakeholder interviews
Review of documents and artifacts
Superintendent's presentation and interview
PLC agendas

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School/District Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Coordinate a districtwide effort to address the unique learning needs of students. Ensure school/district personnel are implementing research based strategies informed by the ongoing review of formative and summative student assessment data.

Supporting Evidence

Student Performance Data:

- Student performance data indicate that the percentage of students scoring at the novice level on the English II End-of Course (EOC) assessment increased from 47.5% to 53.7% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the English II EOC decreased from 39.3% to 37.2% (2012, 2013).

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- Student performance data demonstrate a decrease in the percentage of students scoring at the novice level on the Algebra II EOC from 46.1% to 19.8% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the Algebra II EOC increased from 15.8% to 39.6% (2012, 2013).
- Student performance data show a decrease in the percentage of students scoring at the novice level on the Biology EOC from 19.0% to 18.7% (2012, 2013). There was also a decrease in the percentage of students scoring at the proficient and distinguished levels, from 32.2% to 25.2% (2012, 2013).
- Student performance data indicate that the percentage of students scoring at the novice level on the US History EOC assessment increased from 25.6% to 37.4% (2012, 2013). The percentage of students scoring at the proficient and distinguished levels on the US History EOC assessment decreased from 45.6% to 39.1% (2012, 2013).
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- Student performance data show that 35.1% of students met the English benchmark on the ACT, 24.6% of students met the math benchmark on the ACT, and 35.1% of students met the reading benchmark on the ACT.
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- Student performance on Think-Link data from the 1st semester of 2013 indicate that 35.4% of students met the reading 9 benchmark, 50.2% of students met the reading 10 benchmark, 55.2% of students met the Algebra I benchmark, 56.4% of students met the Geometry benchmark, 18.4% of students met the Algebra II benchmark, and 38.1% of students met the Biology benchmark.

Stakeholder Survey Data:

- In a survey, 66.4% of students strongly agree/agree with the statement, “My school provides learning services for me according to my needs,” indicating that more than half of students feel school personnel use data to identify and support their unique learning needs.
- In a survey, 87.1% of parents strongly agree/agree with the statement, “My child has access to support services based on his/her identified needs,” suggesting that most parents believe school personnel use data to identify and support their children’s unique learning needs, which is a discrepancy from the student survey data.

Stakeholder interviews, document and artifact review:

- The superintendent interview revealed that high school students had the opportunity to enroll in a law class taught by a local attorney.
- Students have the ability to enroll in the Area Technology Center courses to meet their individual interests.
- Stakeholder interviews indicate that students with special needs are in the collaborative setting receiving equal access to services.

Standard 3 Overview

A brief narrative overview concludes the team's analysis and review of the standard. This overview consists of two components:

1.) Themes that have emerged from the team's review of the standard:

The high school, in collaboration with the Educational Recovery team, has implemented initiatives including teacher and student data notebooks, professional learning communities, a curriculum alignment process, and a formal walkthrough process. However, the district has provided limited support and oversight of these initiatives.

Attachments:

1) Leadership Assessment Addendum
2) ELEOT Worksheet

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

Deficiency 1: The superintendent has not ensured administrative staff leadership skills match with appropriate jobs and responsibilities to lead all schools to meet the district 20x20 Strategic Plan goals.

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.

Team evidence:

- Systems thinking and data driven decision making
- Job descriptions revisited annually
- Monthly reports to the board of education by program coordinators and principals
- Review and revision of the organizational chart
- Linkage chart development

Team comments:

- Some effort has been made to match appropriate jobs and responsibilities. However, as positions were eliminated due to finances, current staff had to absorb those roles and responsibilities.
- Each administrative staff member was asked to develop two ways to eliminate barriers to learning based on their current roles.
- A renewed focus on student performance has been shown by having program directors and principals report data at monthly board meetings.

Deficiency 2: The superintendent and district leadership have not ensured that instructional and assessment practices are rigorous and challenge students to think at high levels.

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

District comments:

- District has approved a curriculum/assessment protocol and developed a goal in

CDIP to address this deficiency. Asst. Superintendent PGP and linkage chart addresses this deficiency to ensure that activities/strategies are implemented districtwide to satisfactorily address the area.
Team evidence: • Teacher/student data notebooks with assessments • PLC meetings • Performance reports on instruction and assessments through monthly/quarterly reporting to the board of education • Walkthroughs (for monitoring non-negotiables) • Standard 3 curriculum and instruction incorporated into Comprehensive District Improvement Plan • Extending the school calendar and school day to increase student learning time
Team comments: • The board of education approved the extended day and school year to maximize student learning opportunities. • Though walkthroughs have occurred by the superintendent and some district leadership, there is no systemic process by which teachers are provided timely and specific feedback on the rigor of instruction. • Teacher and student data notebooks at the high school provide district and school administrators a snapshot of the instructional process. However, this was not a districtwide initiative at the time of the review. • Professional learning communities have been fully implemented at the high school focusing on the instructional process in support of student learning, but there has been little support or oversight by the district, and the practice is not districtwide.

Deficiency 3: The superintendent has not ensured school-based instructional technology resources are effectively utilized by teachers and students to enhance instruction and improve student achievement.

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.

Team evidence: • Creation of a Technology Integration Specialist to work with teachers in one-on-one and small group settings to provide training on the use of technology in the classroom • Partnered with Eastern Kentucky University and Morehead State University on using technology and instructional strategies • Sent staff members to the Kentucky Society for Technology in Education (KYSTE) conference • Provided SMART Board training through KEDC for the high school/district

Team comments: • ELEOT walkthrough data indicated that student use of technology received a 1.3 on a scale of 4, thus indicating that very few students have the opportunity to use technology as an instructional tool. .

Deficiency 4: The superintendent has not ensured all schools provide equitable opportunities for a comprehensive instructional program.

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.

Team evidence: • All programs have been equitably allocated to schools • Extra allocations for the high school to provide support (administration and teaching staff) • Berea College Partnership (GEAR-UP, Partner Corp)
Team comments: • All schools are staffed through a board-established funding allocation formula. • The superintendent allows each school's SBDM council to present their legally required staffing plan to the board of education.

Deficiency 5: The superintendent has not ensured that discussions occur among grade levels and between schools (elementary to middle and middle to high school) to vertically align the curriculum.

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.

Team evidence: • The adoption of a district curriculum/assessment protocol
Team comments: • The district curriculum/assessment protocol is still in Phase I (of a 4-phase cycle) of implementation, although the latest revision occurred on May 3, 2012. • Efforts have been made to assemble curriculum documents from different grade levels and content areas. However, these efforts have not yet produced an

established K-12 districtwide curriculum including all courses at all grade levels.

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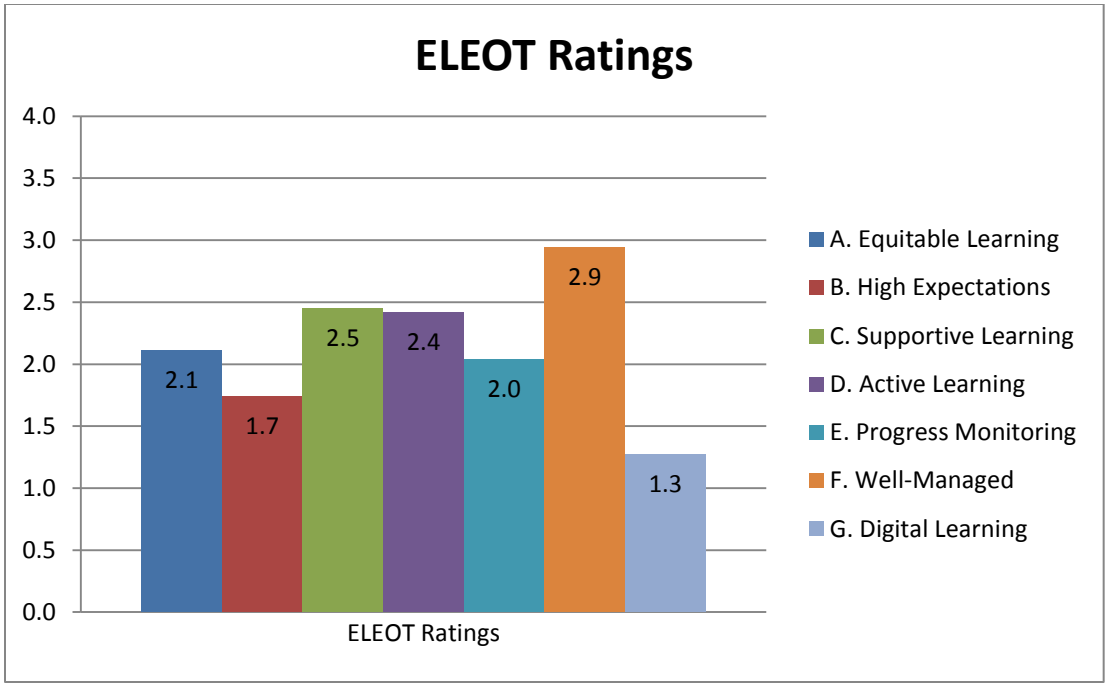

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