Internal School Review Report

Name of Institution Reviewed: Leslie County High School

Date: January 14, 2014-January 15, 2014

Principal Name: Kevin Gay

Introduction

The KDE Internal School Review is designed to:

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

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

- review of the 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

Standard 3: Teaching and Assessing for Learning

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

Standard 3: The school'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.	School 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'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.		
	3	Like courses/classes have equivalent learning expectations.		
X	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.		
X	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.		

	2	Little individualization for each student is evident.
	1	No individualization for students is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Parent/Student Survey
Teacher/Student data notebooks
Unit/Lesson plans
Course syllabi/Course description/Learning expectations
Classroom observations
PLC protocol
Student schedules/Enrollment patterns

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 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

Implement a curriculum and learning experiences in each course/class to provide all students with challenging (rigorous) opportunities to develop learning skills, thinking skills, and life skills. School leadership should develop a process to systematically monitor and provide support for teachers to ensure all students experience challenging (rigorous) activities and learning opportunities in all classes.

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 little to some evidence that the activities in the classroom are challenging. This data does not support that the activities and learning in the classroom are rigorous.
- 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 that there is some evidence that students have the opportunity to connect what they learn to real-world experiences.

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 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 provides an equitable curriculum that meets their child'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 child's teachers provide a challenging curriculum.
- 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 that there is some evidence that students have the opportunity to connect what they learn to real-world experiences.

Stakeholder interviews, document and artifact review:

- A review of artifacts demonstrated multiple standards-based curriculum units as well as course syllabi and lesson plans.
- The artifacts reviewed provided evidence that the school participated in curriculum days whereby teachers collaboratively developed standards-based unit plans.
- A parent interview indicated that "Teachers provide support for my son who had medical issues this past semester," referencing the support provided for her son while out on home instruction.
- In interviews, parents commented that teachers are staying late, working with students during planning, and obviously care about student success.
- In interviews, teachers reported that specific groups of students are targeted for intervention based on Think Link Data and are assigned specific classes based on sub-scores. Teachers reported that this process is repeated three times per year.
- The artifact review indicated that math teachers collaboratively plan rotation courses based on student need according to Cambridge data. Teachers reported that this process is reviewed frequently based on student classroom performance.

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.	School Rating 3	Team Rating **2**
Performance levels				
	4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.		
X	3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction		

		and statement of purpose.
	2	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	1	School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose.
	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'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'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'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's purpose in curriculum, instruction, and assessment.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Data template/Student data sheets/Student data notebooks
Curriculum maps
SBDM Curriculum Policy
PLC meeting notes/PLC plus/deltas
Writing plan
Quarterly Report
30-60-90
RTI protocol/RTI universal screening data/Multiple assessment data
Teacher data notebooks

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 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

Implement a continuous improvement process ensuring that vertical alignment, as well as alignment with the school's purpose, are maintained and enhanced in curriculum, instruction, and assessment.

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, 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 interviews, teachers reported that specific groups of students are targeted for intervention based on Think Link Data and assigned specific classes based on sub-scores. Teachers reported that this process is repeated three times per year.
- A review of artifacts indicated that math teachers collaboratively plan rotation courses based on student need according to Cambridge data. Teacher reported this process is reviewed frequently based on student classroom performance.
- A review of artifacts yielded little evidence of a systematic process of curriculum review or vertical alignment.

3.3		Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	School 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.		

	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.
X	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)
Classroom observations
Parent/Student Survey
PLC leader activity log
Student performance data documents
Co-teaching teacher survey results
PD plan
KDE Needs Assessment

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 Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
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- 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 implement personalized instructional strategies and interventions to address individual learning needs of all students within each classroom that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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 almost no 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 all parents believe students have access to current technology.

Stakeholder interviews, document and artifact review:
- A review of artifacts revealed teacher lesson plans that identified specific instructional strategies to be implemented in the classroom; however, classroom observations indicated congruency between plans and implementation was not always evident.

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

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

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Walkthrough protocol/Walkthrough instruments/Walkthrough data
PD plan
PartnerCorp
Classroom observations

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- ELEOT Classroom Observation data
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- Review of documents and artifacts

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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

School leaders create and implement a formal classroom walkthrough system and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

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).
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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.

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 leaders monitor instructional practices through supervision and evaluation procedures.

Stakeholder interviews, document and artifact review:

- An artifact review demonstrated that while walkthroughs were conducted periodically, there was little evidence to indicate there was a system in place to ensure walkthroughs were conducted on a regular basis or that all teachers received regular and specific feedback based on walkthroughs.

3.5		Teachers participate/system operates in collaborative learning communities to improve instruction and student learning.	School Rating 3	Team Rating **3**
Performance levels				
	4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.		
	3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.		
X	2	Some members of the school 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.		
X	3	Collaboration often occurs across grade levels and content areas.		
	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.		
X	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.		
	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 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 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 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 personnel.		
	4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.		
X	3	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.		
	2	School personnel express belief in the value of collaborative learning communities.		
	1	School personnel see little value in collaborative learning communities.		
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
PLC protocol/PLC plus/deltas/PLC data summary				
Mid-year plus/delta				
Leadership Timeline				
Vision/Mission/Belief Statements				

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 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, 77.4% 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:

- An artifact review revealed PLC protocol/agendas/minutes providing evidence that most teachers participate in PLCs that meet on a regular basis and focus on curriculum review and data analysis.
- In interviews, teachers reported participating in PLCs to collaboratively develop curriculum and lesson plans as well as to create assessment and analyze student assessment data on a weekly basis.

3.6		Teachers implement the school/system's instructional process in support of student learning.	School 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.
X	3	The process provides students with specific and timely feedback about their learning.
	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)
Parent/Student Survey
Walkthrough data
Classroom observation
Administration talking points for Data Days
Teacher data notebooks
Multiple assessments (formative, summative, benchmark, universal screening data)
Student data notebooks

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 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 implement an instructional process that informs students of learning expectations and standards of performance. Ensure the process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction that provides students with specific and timely feedback.

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.
- The Progress Monitoring and Feedback Environment received an overall rating of 2.0 on a 4-point scale, indicating there is some evidence that students receive specific and timely feedback about their learning.

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:

- An artifact review revealed that teacher and student data notebooks are utilized to track student performance data and communicate clear learning expectations and benchmark information.
- In interviews, students reported that most of their teachers post daily learning targets and provide syllabi. Students also reported that teachers always keep them advised on upcoming learning targets.

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

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 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 system in which all school personnel are engaged in a program of systematic mentoring, coaching, and induction that is consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. This system should set high expectations for all school personnel, including valid and reliable performance measures.

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:

- An artifact review provided walkthrough protocols outlining the pre- and post- walkthrough process; however, there was no evidence to support that this was occurring on a regular schedule or that feedback was provided and used to support teacher performance.
- A review of artifacts revealed the existence of a New Teacher Academy; however, interviews suggested teacher participation was voluntary and there was little evidence that experienced teachers had access to support when needed.

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.	School 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.		
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.		
X	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 personnel regularly inform families of their children's learning progress.		
X	2	School personnel provide information about children's learning.		
	1	School personnel provide little relevant information about children's learning.		
Evidence Reviewed				
Parent/Student Survey				
Parent/Student interviews				
Parent communication graphic				
School web site				
Parent Portal				

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 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

Organize and implement programs that engage families in meaningful ways regarding their children's education. Ensure programs include opportunities for school personnel to provide families multiple ways of staying informed of their children's learning progress.

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, 50% of students strongly agree/agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning," suggesting that many students do not feel their families have the opportunity to become involved in school activities and their learning.
- In a survey, 81.7% of parents strongly agree/agree with the statement, "All of my child's teachers help me to understand my child's progress," indicating that most parents feel that school personnel provide information about their children's learning.

Stakeholder interviews, document and artifact review:

- In interviews, parents reported that school communication efforts include email, phone calls, teacher post cards, the school website, parent portal, school marquee, and Open House.
- In interviews, parents noted that some regions of the district had limited or no internet access and distance from the school was a potential barrier to parent attendance at school events.
- An artifact review showed a grading policy that indicated that student progress is reported every 12 weeks.
- In interviews, parents reported feeling comfortable picking up the phone and calling teachers if needed and that in the past teachers have always been open and available as well as supportive.
- A review of artifacts revealed a teacher call log template, but a review of teacher data notebooks did not demonstrate this was being implemented at a high level.
- In interviews, parents and community members referenced FAFSA nights that are available for parents.

3.9		The school/system has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School Rating 2	Team Rating **2**
Performance levels				
	4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.		
	3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.		
X	2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.		
	1	Few or no opportunities exist for school 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 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 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 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 employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Parent/Student Survey
PartnerCorp
Gear Up
EKU NOW
HCTC
Community member interviews

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 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 the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Develop and implement a formal, schoolwide structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Ensure school personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.

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).
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- 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.
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- 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 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.

Stakeholder interviews, document and artifact review:

- In interviews, students said "The college counselor is assigned cohorts and meets with students regularly to provide support. Several teachers are willing to help but more students need to be aware that there is help or counseling available if they need help," indicating there are resources available but no systemic advisory process whereby all students meet regularly with school personnel who serve as adult advocates for every student.
- The principal presentation and community member interviews highlighted a three-year partnership with PartnerCorp, which provided 16 College Counselors who meet monthly with assigned students.
- The principal presentation revealed a partnership with Gear Up which provides an academic specialist who focuses on 9th students and preparing them to be College and Career Ready.
- The principal presentation highlighted that the CSIP notes the need to address adult advocate initiatives.
- An artifact review indicated that the school participates in Operation Preparation which provides limited mentoring for sophomores.

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.	School Rating 3	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.		
X	3	Stakeholders are aware of the policies, processes, and procedures.		
	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)
Parent/Student Survey
Parent/Student interviews
Grading policy
Teacher data notebooks/Student data notebooks

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 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 stakeholder groups a schoolwide grading and reporting policy that is based on clearly defined criteria that represent the attainment of content knowledge and skills and are 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).
- 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 teachers’ 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 parents 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:

- In the principal presentation, the principal indicated the school was still experiencing issues resulting in grades being somewhat based on effort and behavior as opposed to specific content knowledge and mastery of standards.
- A review of artifacts revealed a school grading policy that was limited and not tied to standards-based grading.

3.11		All staff members participate in a continuous program of professional learning.	School Rating 2	Team Rating **2**
Performance levels				
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction.		
X	3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.		
	2	Most staff members participate in a program of professional learning that is aligned with the school'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 and the individual.		
	3	Professional development is based on an assessment of needs of the school.		
	2	Professional development is based on the needs of the school.		
X	1	Professional development, when available, may or may not address the needs of the school 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)				
PD plan				
KDE Needs Assessment				
Teacher PGP				
New Teacher Academy				
PLC leader activity log				
Data Wise question				
Professional Growth Action Plan steps				
SBDM committee/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 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 and implement a continuous program of professional learning aligned with the school's purpose and direction and based on school and individual teacher needs in order to build capacity. This program should be rigorously and systematically evaluated 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:

- In the principal presentation, the principal noted that the CSIP reflects areas of need including professional development targeted at meeting individual student needs, standards-based grading, and adult advocate initiatives.
- A review of the school's KDE Needs Assessment indicates there is limited congruency between the school's needs assessment and professional development plan.
- In the principal presentation, the principal indicated the school is in the initial stages of utilizing CIITS to access PD 360 to meet the individual needs of teachers.
- An artifact review reveals that teacher PGPs reference utilizing the PLC structure to address professional learning needs related to curriculum and unit planning.

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

		related individualized learning support services to all students.
	3	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
X	2	School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
	1	School personnel provide or coordinate some learning support services to students within these special populations.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Parent/Student Survey
Parent/Student interviews
FRYSC interview
Student performance data
Teacher/Student data notebooks
RTI protocol
PD plan
Profession Growth Action Plan steps
Data analysis and Continuous Improvement 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 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

Communicate and provide learning support systems to meet the unique learning needs of students at all levels of proficiency. Ensure that school personnel are current on research based strategies related to student learning styles, multiple intelligences, and personality type indicators.

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).
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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.

Classroom Observation Data:

- The Supportive Learning Environment received an overall score 2.5 on a 4-point scale indicating there is some evidence to suggest that classroom teachers create a positive classroom environment that provides support and assistance to ensure students understand content.

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 findings from the student survey.

Stakeholder interviews, document and artifact review:

- In interviews, students reported that teachers are willing to provide additional and necessary support for students to experience success both in classroom work and in preparation for the next level. However, not all students are aware that this type of support is available.
- In interviews, parents indicated that teachers have provided their children with support for staying on track when faced with obstacles to learning. In addition, one parent noted that a special course was available for her child who was struggling in math.
- In interviews, community members noted that more teachers are staying late and are more available to assist students.
- A review of artifacts indicated that the school has an RTI protocol that is being implemented at different levels of proficiency by different departments.

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:

- Interviews, survey results, artifact review and observations indicate that the principal and other school personnel intentionally work to create a culture of collaborative learning. The PLC protocol and expansion of the PLC process has resulted in collaboratively developed standards-based unit plans as well as frequent data analysis opportunities. Student and teacher data notebooks are utilized to effectively track student progress over time, communicate clear learning expectations and benchmark requirements to students, provide opportunities for students and teachers to collaboratively self-reflect on progress, and develop plans for next steps.

- Interviews, artifact review, and survey results indicate that the principal and other school personnel have initiated multiple opportunities for community and other stakeholder groups to have a positive impact on student performance. All stakeholders report the culture of the school being more open and accommodating in order to meet individual student learning needs. Organizations such as PartnerCorp and Gear Up serve as college coaches and resources that provide mentoring designed to prepare students for post-secondary opportunities. HCTC and EKU Now collaborate with the school to create multiple dual credit opportunities for students.

Attachments:

1) Leadership Assessment Addendum
2) ELEOT Worksheet

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 High School.

Deficiency 1: The principal has not established procedures to ensure all students have the tools they need to be successful in a competitive economy.

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

Team evidence:

- Walkthrough protocol
- PLC protocol
- Student and teacher data notebooks
- TPGES evaluation process
- Administrative Timeline
- External partnerships (PartnerCorp, Gear Up, EKU Now, HCTC, Hyden Citizens Bank)
- Classroom observation data
- Parent and student interviews
- Parent and student surveys

Team comments:

- The walkthrough protocol references procedures for walkthroughs; however walkthroughs are periodic as opposed to regular and there was little evidence to indicate feedback and teacher support resulting from the walkthrough protocol to impact student achievement.
- A PLC process has been implemented and continues to focus efforts on the instructional process in support of student learning.
- Student and teacher data notebooks are heavily involved in the school's instructional process through data collection and analysis as well as communicating learning expectations and benchmark data.
- The team saw very little evidence of TPGES implementation during our visit.
- The Administrative Timeline is a comprehensive tool to ensure work is aligned with school priorities as a PLA school. There is evidence to support this timeline is communicated to school leadership and referenced regularly.
- External partnerships within the school are rich and effective at collaborating with

school personnel to ensure individual student learning needs are addressed systematically.

- Interview and survey data indicate that parents and students are provided supports to address individual student learning needs. However, not all students are aware of available resources.

Deficiency 2: The principal has not created an instructional culture for 21st Century learners.

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

Team evidence:

- Teacher and student data notebooks
- Quarterly Data Days
- Technology expansion
- Program Reviews
- Methods Test Prep for all students
- PLATO
- Walkthrough instrument
- Classroom observation
- Curriculum maps
- Community partnerships
- Student and parent interviews

Team comments:

- Student data notebooks create opportunities to participate in self-assessment, data analysis, and critical thinking.
- Technology expansion was noted in that all classrooms were SMART classrooms, the school had access to PLATO as a credit recovery option and there were opportunities for online dual credit courses. Math and science classrooms have access to the TI-Navigator system, and a few students have access to tablets provided through an iPad grant.
- Although technology expansion was evident, it was noted that not all students had access to said technology in most classrooms.
- Student interviews indicate the ATC addresses many 21st Century Learner skills; however, not all students or parents were aware of these opportunities.

Deficiency 3: The principal does not ensure all teachers are using rigorous instructional strategies to implement the curriculum.

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

Team evidence:

- PLC protocol
- Job-embedded professional development
- New Teacher Academy
- Walkthrough protocol
- Plus/Deltas (PLC)
- Expanded PLC groups to address specialized programs
- Classroom observations

Team comments:

- The PLC process offers opportunities for building leadership and faculty to collaborate in regard to their instructional process. However, not all teachers are involved in the PLC and some PLCs are more proficient than others.
- A professional development plan is in place. However, it does not address implementation and a monitoring process for rigorous instruction in the classroom.
- The New Teacher Academy is optional and only available for select teachers. Support for experienced teachers in regard to teaching strategies resulting in rigorous instruction is not evident.
- The walkthrough protocol references procedures for walkthroughs, but walkthroughs are periodic as opposed to regular and there was little evidence to indicate feedback and teacher support resulting from the walkthrough protocol to impact implementation of rigorous instruction in the classrooms.
- Classroom observations indicated low challenge levels and limited rigor in most of the classrooms observed.
- There are “next steps” in place at the school level to address rigorous instruction.

Deficiency 4: The principal has not cultivated all staff members to successfully function independently and be self-directing.

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

Team evidence:

- Teacher Professional Growth Plans
- Teacher linkage chart
- PLC action steps
- PLC protocol
- Job-embedded PD
- Walkthroughs
- Teacher data notebook
- PLC plus/deltas

Team comments:

- An artifact review and principal presentation noted that linkage charts provide all staff the opportunity to match expertise with instructional responsibilities in order to function more successfully and independently.
- PLC protocols offer opportunities for teachers to collaboratively determine next steps related to needs, instructional processes and goals.
- Teacher data notebooks provide an opportunity for teachers to self-analyze and reflect on instructional practice based on student performance.
- Next steps include utilization of CIITS to access PD 360 to meet the individual needs of teachers.

Deficiency 5: The school council has not fulfilled its role and responsibility to serve as the governing body for Leslie County High School.

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

Team evidence:

- SBDM policies
- Analysis of accountability data
- Parent and student survey data

Team comments:

- SBDM policies are compliance-based and are not aligned with specific school improvement needs.
- The SBDM analyzes Quarterly Report data on a regular basis; however, there is little evidence to suggest in-depth data analysis of student accountability data.

Deficiency 6: All stakeholder groups are not involved in the educational process.

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

Team evidence:

- Stakeholder Survey
- PartnerCorp
- GEAR UP
- Community partnership
- HCTC
- EKU NOW
- Hyden Citizens Bank
- ARH
- Community/Parent interviews
- Operation Preparation

Team comments:

- Interviews with parents and community members indicate a culture shift with the school-community resulting in increased teacher availability and community involvement within the instructional processes of the school.
- PartnerCorp and Gear Up provide a collaborative approach to student mentorship through college counseling and academic specialists geared toward preparation for the next level for students.
- HCTC and EKU NOW partner with the high school to provide dual credit opportunities.
- Local community partner support identified school programs such as Drama Club and Financial Literacy through financial donations.
- Operation Preparation has increased community involvement and investment within the school.
- Next steps include training adult volunteer mentors to sustain the work of PartnerCorp and Gear Up once this grant expires.