Report of the Diagnostic Review Team for Caverna Independent

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Introduction

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research-aligned AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning and operations.

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning

results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;

- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;

- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Caverna Independent Schools hosted a Diagnostic Review from February 26 to March 1, 2017. The on-site review involved an eight-member Team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Caverna Independent Schools for their receptivity and responsiveness throughout the review. The central office staff, board members, principals, teachers, support staff and parents were all welcoming and supportive of the review

process. All requests by the Team were promptly addressed in an effective and professional manner. It was clear to the Team that the district was committed to addressing its challenges, welcomed the review, and planned to use findings as they move forward.

Prior to the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the district. The Lead Evaluator and the Associate Lead Evaluator conducted conference calls with the key leaders of the district. District leaders planned and conducted the Internal Review with candor and fidelity. The comprehensive Internal Review engaged staff, board members, parents and students and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Documentation to support the district Self Assessment and other diagnostics were easily accessed by members of the Diagnostic Review Team.

As detailed in the chart below, a total of 59 stakeholders were interviewed. In addition, the Team observed 29 core classrooms during the Diagnostic Review. Administrator interviews included five board members, three building principals and the central office staff. Throughout the Diagnostic Review, district leaders, faculty and staff were candid and thoughtful in describing their educational programs and processes. Interviewees were knowledgeable of district efforts to improve student performance in Caverna Independent Schools.

Stakeholders were interviewed by members of the Diagnostic Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	14
Instructional Staff	11
Support Staff	11
Students	16
Parents/Community/Business Leaders	7
Total	**59**

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.88
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.75
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.38
3.6	Teachers implement the system's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.75
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.00
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.88

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	2.25
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.88

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.88
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	2.00
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.25
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	1.88

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.

eleot™ Results

A chart titled "eleot™ Results" showing Performance Levels on a four-point scale:

Learning Environment	Review
A. Equitable Learning	2.49
B. High Expectations	2.43
C. Supportive Learning	2.53
D. Active Learning	2.43
E. Progress Monitoring and Feedback	2.37
F. Well-Managed Learning	2.82
G. Digital Learning	1.37
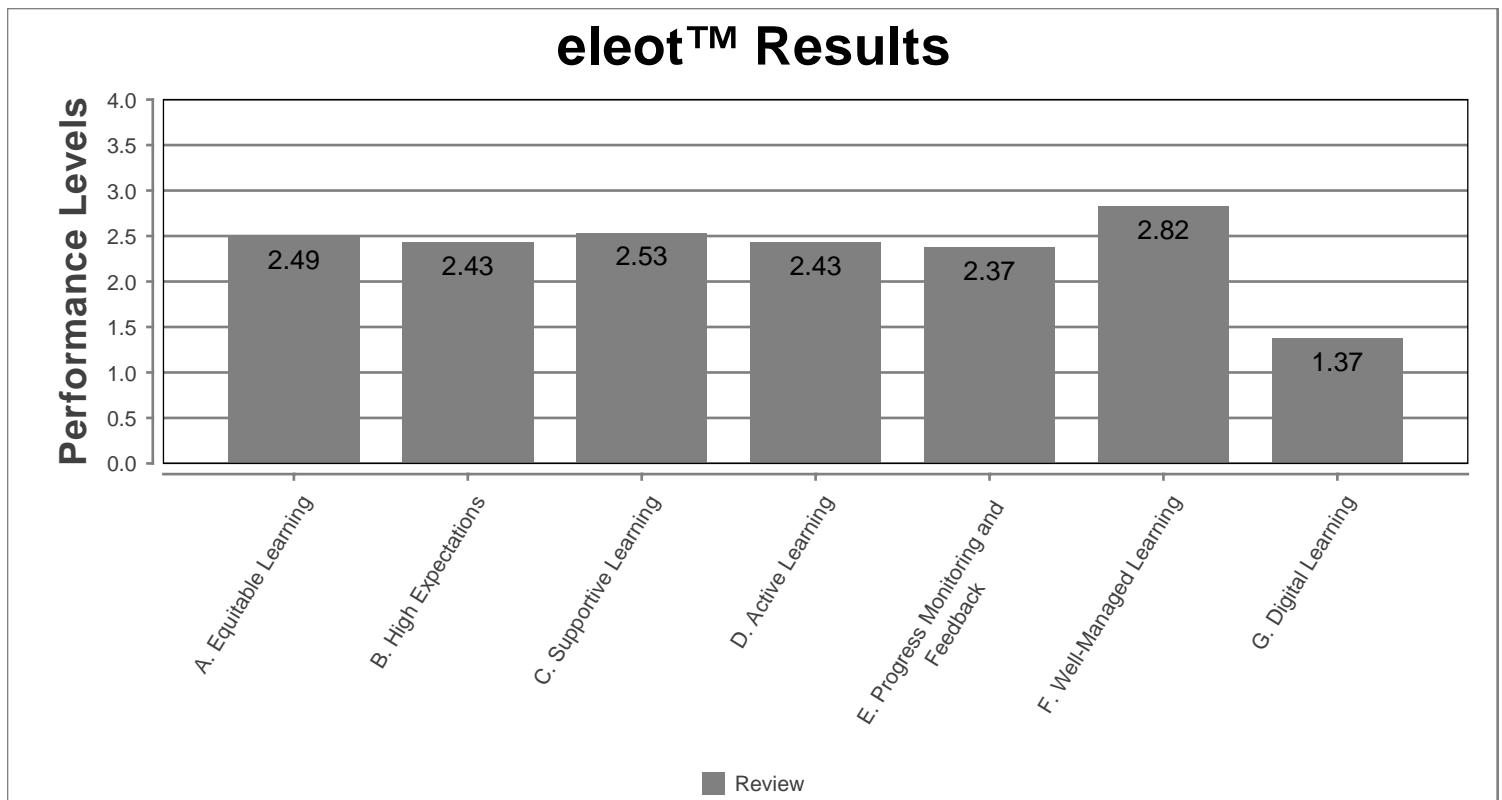
The Diagnostic Review Team conducted 29 classroom observations, which included all core content classes. The average, overall ratings for the seven Learning Environments ranged from 1.3 to 2.8 on a four-point scale. The highest rated was the Well-Managed Learning Environment, and the lowest rated was the Digital Learning Environment. In some classrooms, students were not provided exemplars of high quality work, challenging learning activities and differentiated learning opportunities. In some instances, students had limited access to alternative instruction and feedback at their appropriate level of need. The Team noted a lack of high yield,

engaging instructional strategies and missed opportunities for students to make connections from content to real-life. The Team also found few instances in which teachers asked students to respond to questions that required higher order thinking.

The overall, average rating for the Equitable Learning Environment was 2.49 on a four-point scale. The extent to which students had "differentiated learning opportunities and activities that met his/her needs" (A1) was evident/very evident in 31 percent of classrooms. Instances in which students had "ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" (A4) were evident/very evident in 37 percent of classrooms, which revealed an area to leverage by differentiating instruction to address the specific needs of students and provide students with opportunities to learn about other's backgrounds. These data paralleled student results, which revealed that 27 percent of high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." These findings underscored the need for school leaders to more carefully examine the extent to which students are provided equitable and challenging learning opportunities and experiences that meet their individual learning needs and support achievement of academic goals.

The overall, average rating for the High Expectations Learning Environment was 2.43 on a four-point scale, suggesting a need for staff members to implement rigorous instructional strategies that result in positive student outcomes. It was evident/very evident in 48 percent of the classrooms that students "engaged in rigorous coursework, discussions and/or tasks" (B4). Although 82 percent of high school staff members agreed/strongly agreed that "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," classroom observation data revealed that it was evident/very evident in 52 percent of classrooms that students were "tasked with activities and learning that were challenging but attainable" (B2). The extent to which students were "asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing)" (B5) was evident/very evident in 38 percent of classrooms, which suggested that teachers could benefit from additional district and school walkthroughs that provide feedback and support to help teachers prepare students for success at the next level. Finally, it was evident/very evident in 34 percent of classrooms that students "were provided exemplars of high quality work" (B3). Implementing strategies to improve higher order thinking questions and increasing the frequency in which students are exposed to engaging and rigorous learning can improve student learning.

The Supportive Learning Environment received an overall average rating of 2.53 on a four-point scale. Instances of students who "demonstrated or expressed that learning experiences are positive" (C1) were evident/very evident in 69 percent of classrooms. The extent to which students were "provided support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 38 percent of the classrooms. Fostering a culture of positive learning experiences for all students could be leveraged to significantly impact student performance and outcomes. Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) were evident/very evident in only 24 percent of the classrooms. Collectively, ratings in the Supportive Learning Environment revealed potential areas that could be leveraged to support students in their learning experiences.

The Active Learning Environment received an overall average rating of 2.43 on a four-point scale. It was evident/very evident in 45 percent of classrooms that students "had several opportunities to engage in discussions with teacher and other students" (D1). This was congruent with student survey results, which revealed that 27 percent of high school students agreed/strongly agreed that "All of my teachers change their teaching to meet my learning needs." Less than half of the students had opportunities to connect learning to real-life experiences. For example, it was evident/very evident in 41 percent of classrooms that students had opportunities to "make connections from content to real-life experiences" (D2). Finally, in 44 percent of the classrooms, it was evident/very evident that students "were actively engaged in the learning activities" (D3). Collectively, ratings in the Active Learning Environment underscored a need for the district to more carefully examine the use of instructional strategies that provided students with opportunities to connect learning with real-life experiences.

The Progress Monitoring and Feedback Learning Environment received an overall average rating of 2.37 on a four-point scale. Instances in which students had "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in 28 percent of the classrooms, suggesting that observers infrequently detected teachers effectively using rubrics or giving feedback to help students improve learning objectives and targets. It was evident/very evident in 38 percent of the classrooms that students "responded to teacher feedback to improve understanding" (E2). These data paralleled survey results, which revealed that 48 percent of high school students agreed/strongly agreed with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful." Instances in which students "demonstrated or verbalized understanding of the lesson/content" (E3) were evident/very evident in 55 percent of the classrooms. Finally, it was evident/very evident in 35 percent of classrooms that students understood "how his/her work is assessed" (E4), which mirrored student survey results showing 51 percent of students agreed/strongly agreed with the statement, "All of my teachers provide me with information about my learning and grades." These results underscored the need for district and school leaders to carefully monitor how teachers used formative assessment practices and explicit learning targets to improve student achievement.

The Well-Managed Learning Environment received the highest overall average rating of a 2.82 on a four-point scale. Instances in which students "collaborated with other students during student-centered activities" (F4) were evident/very evident in 38 percent of classrooms. It was evident/very evident in 69 percent of classrooms that students "transitioned smoothly and efficiently to activities" (F3). Conversely, observations revealed that it was evident/very evident in 90 percent of classrooms that students knew "classroom routines, behavioral expectations and consequences" (F5).

Of the seven Learning Environments, the Digital Learning Environment received the lowest average rating with a 1.37 on a four-point scale. Instances in which students used "digital tools/technology to communicate and work collaboratively for learning" (G3) were evident/very evident in three percent of the classrooms. It was evident/very evident in 27 percent of the classrooms that students "used digital tools/technology to gather, evaluate, and/or use information for learning" (G1). Finally, instances in which students used "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) were evident/very evident in 13 percent of classrooms. During interviews, district leaders shared that the technology resources were adequate. In addition, the district was in the process of replacing Smart Boards with active

boards and had plans to order computers and chrome books to ensure all students have access to up-to-date technology.

eleot™ Data Summary

A. Equitable Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.10	Has differentiated learning opportunities and activities that meet her/his needs		10.34%	20.69%	37.93%	31.03%
2.	2.83	Has equal access to classroom discussions, activities, resources, technology, and support		10.34%	68.97%	13.79%	6.90%
3.	2.86	Knows that rules and consequences are fair, clear, and consistently applied		13.79%	58.62%	27.59%	0.00%
4.	2.17	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		3.45%	34.48%	37.93%	24.14%
Overall rating on a 4 point scale: 2.49							

B. High Expectations				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.62	Knows and strives to meet the high expectations established by the teacher		10.34%	41.38%	48.28%	0.00%
2.	2.66	Is tasked with activities and learning that are challenging but attainable		13.79%	37.93%	48.28%	0.00%
3.	2.17	Is provided exemplars of high quality work		17.24%	17.24%	31.03%	34.48%
4.	2.45	Is engaged in rigorous coursework, discussions, and/or tasks		10.34%	37.93%	37.93%	13.79%
5.	2.28	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)		10.34%	27.59%	41.38%	20.69%
Overall rating on a 4 point scale: 2.43							

C. Supportive Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.79	Demonstrates or expresses that learning experiences are positive	10.34%	58.62%	31.03%	0.00%
2.	2.83	Demonstrates positive attitude about the classroom and learning	13.79%	58.62%	24.14%	3.45%
3.	2.62	Takes risks in learning (without fear of negative feedback)	13.79%	51.72%	17.24%	17.24%
4.	2.41	Is provided support and assistance to understand content and accomplish tasks	6.90%	31.03%	58.62%	3.45%
5.	2.00	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	3.45%	20.69%	48.28%	27.59%

Overall rating on a 4 point scale: 2.53

D. Active Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.45	Has several opportunities to engage in discussions with teacher and other students	13.79%	31.03%	41.38%	13.79%
2.	2.28	Makes connections from content to real-life experiences	10.34%	31.03%	34.48%	24.14%
3.	2.55	Is actively engaged in the learning activities	13.79%	31.03%	51.72%	3.45%

Overall rating on a 4 point scale: 2.43

E. Progress Monitoring and Feedback			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.59	Is asked and/or quizzed about individual progress/learning	13.79%	34.48%	48.28%	3.45%
2.	2.38	Responds to teacher feedback to improve understanding	6.90%	31.03%	55.17%	6.90%
3.	2.59	Demonstrates or verbalizes understanding of the lesson/content	3.45%	51.72%	44.83%	0.00%
4.	2.31	Understands how her/his work is assessed	6.90%	27.59%	55.17%	10.34%
5.	2.00	Has opportunities to revise/improve work based on feedback	0.00%	27.59%	44.83%	27.59%
Overall rating on a 4 point scale: 2.37						

F. Well-Managed Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.10	Speaks and interacts respectfully with teacher(s) and peers	24.14%	62.07%	13.79%	0.00%
2.	3.07	Follows classroom rules and works well with others	20.69%	65.52%	13.79%	0.00%
3.	2.69	Transitions smoothly and efficiently to activities	24.14%	41.38%	13.79%	20.69%
4.	2.14	Collaborates with other students during student-centered activities	13.79%	24.14%	24.14%	37.93%
5.	3.10	Knows classroom routines, behavioral expectations and consequences	20.69%	68.97%	10.34%	0.00%
Overall rating on a 4 point scale: 2.82						

G. Digital Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	1.69	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0.00%	27.59%	13.79%	58.62%
2.	1.31	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	3.45%	10.34%	0.00%	86.21%
3.	1.10	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	3.45%	3.45%	93.10%
Overall rating on a 4 point scale: 1.37						

Findings

Improvement Priority

Develop, implement and evaluate a systemic instructional process that clearly informs students of learning expectations and standards of performance and gives students specific and immediate feedback about next steps in their learning. Ensure teachers use formative assessment practices to continually modify instruction and design data-based interventions. Provide students with exemplars of high quality work to establish and communicate high learning expectations. Monitor and implement the district-wide process with fidelity and hold teachers accountable for deliberate planning and use of instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
(Indicator 3.3, Indicator 3.6)

Primary Indicator
Indicator 3.3

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an attachment to this report, showed student achievement data was well below state averages in almost all areas. At the elementary level, 2016 Proficiency Delivery Target Data revealed a reading score of 43.2 percent as compared to the state average of 48.5 percent and a math score of 37 percent, which was below the state average of 46.7 percent. The elementary school did not meet any of the Gap Delivery Targets for 2015-2016 except in writing. The middle and high schools also did not meet any 2015-2016 Gap Delivery Targets except in social studies. The district did not meet its AMO for the past two years, and in some tested areas, scores declined.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed that in 48 percent of classrooms, it was evident/very evident that students engaged in rigorous coursework, discussions, and/or tasks. In 38 percent of classrooms, it was evident/very evident that students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing). Instances in which students were provided support and assistance to understand content and accomplish tasks were evident in 38 percent of the classrooms. In 24 percent of classrooms, it was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs. Students who had multiple opportunities to engage in discussions with the teacher and other students were evident/very evident in 45 percent of the classrooms. In 41 percent of classrooms, it was evident/very evident that students made connections to their daily lives.

Stakeholder Survey Data:

Stakeholder survey data revealed 82 percent of elementary, 68 percent of middle school and 60 percent of high school staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of our students," suggesting that a significant number (32 percent of middle school and 40 percent of high school staff members) could not confirm this important practice occurred. Additionally, 50 percent of middle school and 60 percent of high school staff members agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills." Survey data showed 86 percent of elementary, 63 percent of middle and 67 percent of high school staff members agreed/strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources." Agreement on survey questions had a tendency to decline as grade level increased from primary to high school. In addition, 63 percent of middle and high school staff members agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting that 37 percent of staff members could not verify that students received feedback to guide their learning.

Stakeholder Interviews:

Interview data showed that although the district had recently developed a formal instructional process, not all teachers were fully implementing the process. Exemplars were occasionally used to guide student work. Teachers revealed that minimal follow up occurred related to student formative assessments, feedback and interventions. Interview data suggested the district had an intentional focus on modifying instructional practice twice a year. While the superintendent's presentation indicated a district-wide walkthrough process had been implemented, interview data indicated that follow-up and monitoring of next steps were more informal.

Documents and Artifacts:

A review of lesson plans, proficiency rubrics, PLC meeting minutes, district leadership meeting agendas,

Response to Intervention (RtI) plans and progress monitoring and walkthrough data did not reveal consistent district-wide implementation of an established instructional process. A review of lesson plans and classroom observation data showed some teachers in the district were deliberate in planning instruction that engaged students in their learning, personalized instruction and intervened to address the needs of learners. Observation data also showed some teachers used instructional strategies that required student collaboration, self-reflection and development of critical skills. Some students worked in collaborative groups, self-reflected on learning with proficiency rubrics, peer-edited and developed critical thinking skills. Some teachers addressed the rigor of the standards and required students to apply knowledge and integrate across contents. A few teachers used digital tools to enhance and differentiate learning. Some teachers used formative assessments to inform instruction, provide specific and immediate feedback about next steps in student learning and provide adequate interventions based on data. However, this was not consistent from classroom to classroom and from school to school.

Improvement Priority

Develop, implement and monitor a written, systemic process for using data from a variety of student and program assessments to create a comprehensive picture of student learning, instruction and program effectiveness and to continually monitor and adjust 1) curriculum alignment and rigor, 2) classroom instructional strategies and 3) student performance and program evaluation assessment practices. The assessment and data use process should be collaboratively developed among professional staff members to ensure ownership and effective implementation.
(Indicator 3.2, Indicator 5.1, Indicator 5.2)

Primary Indicator
Indicator 3.2

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an attachment to this report, revealed performance levels below state averages in nearly all content areas across all tested grade levels. There were several areas of significant concern with students at some grade levels scoring 20 or more percentage points below state averages. The low number of students reaching proficiency in both Gap and non-Gap students was particularly notable. The district had not met its Annual Measurable Objective (AMO) for the past two years, and some tested areas had declined. Performance data also indicated the district had not met its College and Career Readiness targets and the graduation rate was below the state average.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, showed that in 28 percent of classrooms, it was evident/very evident that students were given opportunities to revise/improve work based upon feedback. In 35 percent of classrooms, it was evident/very evident that students understood how their work was assessed. In 38 percent of classrooms, it was evident/very evident

that students responded to teacher feedback to improve their learning. In 48 percent of the classrooms, it was evident/very evident that students were asked and/or quizzed about individual progress/learning. These observations collectively supported the need for increased use of effective classroom monitoring practices. Incorporating formative assessments into instructional practices can enhance the development and use of a systemic assessment process as described in the Improvement Priority statement.

Stakeholder Survey Data:

Stakeholder survey data showed inconsistencies in the instructional practices implemented across the district. Survey data showed 84 percent of high school staff members, 88 percent of middle school staff members and 86 percent of elementary school staff members agreed/strongly agreed with the statement, "All teachers in the school monitor and adjust curriculum, instruction, and assessment based upon data from student assessments and examination of professional practice." Survey data revealed 27 percent of high school students and 51 percent of middle school students agreed/strongly agreed with the statement, "All my teachers change their teaching to meet my learning needs." Data also indicated other inconsistencies across grade levels and schools. High school staff members, for example, showed an absence of agreement as only 67 percent agreed/strongly agreed with the statement, "All teachers in our school use multiple assessments to modify instruction and to revise curriculum." However, 88 percent of middle school and 86 percent of elementary school staff members agreed/strongly agreed with the statement.

Stakeholder Interviews:

Stakeholder interview data showed the district had established Professional Learning Community (PLC) meetings with specific protocols. The Team confirmed that while implementation had occurred, many teachers had not used formative assessment data to modify instruction or to provide specific interventions for students. PLC meetings focused on the material used instead of specific content and skills related to standards. Interview data also revealed that some curriculum was not available at the beginning of the school year; rather, curriculum was being developed and implemented during the school year. Teacher interview data also indicated multiple data points were used to measure student success such as the STAR Reading program, exit slips and pre/post-tests. Although use of these data were wide-spread, inconsistency existed across classrooms and grade levels. Interview data showed variation in the ability of students to articulate an understanding of learning targets.

Documents and Artifacts:

The Team reviewed several guides (e.g., PLC protocols, walkthrough feedback sheets, proficiency rubrics) that were also listed in the District Improvement Plan; however, the Team found no written process describing how these strategies should be implemented and used across all classrooms to impact instruction and student learning. The Team found limited evidence showing the measured effectiveness of these programs or how strategies had been adjusted to impact student learning. The district had recently worked on developing curriculum maps and pacing guides at all levels, and these documents were accessible via the district website. A review of these documents showed some courses were incomplete or missing and considered "works in

progress." Lesson plans and PLC meeting minutes were found; however, the Team found minimal evidence detailing a monitoring process leading to improvements in curriculum and/or instructional practices.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.00
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.88
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	2.75
2.2	The governing body operates responsibly and functions effectively.	2.75
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.50
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00

Findings

Improvement Priority

Design and implement policies and practices to ensure each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. These policies should include a formal statement of shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students. Implementation of these policies and practices should guarantee students attain learning, thinking and life skills.
(Indicator 1.2, Indicator 1.3)

Primary Indicator
Indicator 1.2

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an attachment to this report, revealed inconsistent improvement across many academic areas. Scores in all tested areas were below state averages for students scoring Proficient/Distinguished. The percentage of students scoring at Proficient/Distinguished levels decreased in all areas from the 2014-2015 to 2015-2016. Scores in all middle school content areas and grade levels, except for social studies and seventh grade reading and eighth grade math, were significantly below state averages in students reaching the Proficient/Distinguished levels in 2015-2016. At the high school level, the 2015-2016 Annual Measurable Objective (AMO) was not met. The Learners total score fell to 51.6, falling short of the AMO goal of 62.5. The Graduation Rate goal for two consecutive years was not met. In all tested areas, except for social studies, Proficiency and Gap targets were not met. At the elementary level, the school did not meet any of the Gap Delivery Targets for 2015-2016 except in writing.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, supported that students were not routinely engaged in high level learning activities. Students actively engaged in learning activities were evident/very evident in 44 percent of classrooms. It was evident/very evident in 51 percent of classrooms that students knew and strived to meet the high expectations established by the teacher. In 52 percent of classrooms, it was evident/very evident that students were tasked with activities and learning that was challenging but attainable. In 38 percent of the classrooms, it was evident/very evident that students were "asked and responded to questions that required higher order thinking." In 24 percent of classrooms, it was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge based on specific needs. It was evident/very evident in 38 percent of classrooms that students were provided support and assistance to understand content and accomplish tasks. Instances in which students were provided differentiated learning opportunities and activities that met student learning needs were evident/very evident in 31 percent of the classrooms. In 48 percent of classrooms, it was evident/very evident that students engaged in rigorous coursework, discussions and/or tasks.

Stakeholder Survey Data:

Stakeholder survey data showed that while 88 percent of middle school staff members agreed/strongly agreed with the statement "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills," only 67 percent of high school staff members agreed/strongly agreed with the same statement. All middle school staff members agreed/strongly agreed that "Our school's purpose statement is based on shared values and beliefs that guide decision-making," compared to 83 percent of elementary staff members. Staff members from all levels almost unanimously agreed/strongly agreed that "Our school has a continuous improvement process based on data, goals, actions and measures for growth;" however, the Team was concerned with the documentation for a continuous improvement process. Staff survey data for the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" resulted in higher agreement than was supported by classroom observations. Eighty-two percent of elementary, 68 percent of middle school and 75 percent of high school staff members agreed/strongly agreed with the statement.

Stakeholder Interviews:

Stakeholder interview data indicated teachers and administrators were adept at describing district practices; however, they could not articulate the policies that supported the practices. Interview data primarily credited district leadership for the introduction of meaningful data review processes, though some interview data suggested that these practices were written more as events than as part of a unified plan and that use of data was inconsistent across the district, thereby producing uneven results. Several interviewees described the lack of written protocols as a potential barrier to sustainability. One interviewee indicated that while staff members were asked their opinion about mission and vision, many did not feel they had input into the process. "At this point, the district is operating top-down, but I don't know that they have any choice but to be top-down because of the priority status." Another interviewee thought that a more specific vision would unite staff to be on same page. "A concrete set of goals, rather than generic goals would go a long way in moving this district forward."

Documents and Artifacts:

A review of the district Self Assessment showed that revising the mission and vision was an articulated part of the strategic planning process and that each school developed "their own purpose statements, and each professional learning community establishes their shared beliefs." The district also described a process of developing core words as part of writing belief statements. The district mission and vision was shared publicly at each board meeting and was included on the district leadership meeting agendas, the 30/60/90-day plan and the district strategic plan. It was not clear from the documents as to how the mission and vision impacted student performance.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	2.50
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.62
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.88
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.62

Indicator	Description	Review Team Score
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.00
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.50
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.50

Conclusion

The central office leadership team had been in place for less than two years. They "inherited" a Diagnostic Review Report (2014) that included 17 Improvement Priorities. The leadership team had addressed each of the Improvement Priorities and worked diligently to focus on improved student performance. This team had established many new processes in the central office and the three schools to improve student performance and ensure systemic program improvements.

The district initiated work on strengthening its instructional focus. It implemented Professional Learning Communities as part of a redesign of each school's culture. The district developed and implemented a mentoring and induction program for new staff members. The district established a collaborative environment and team approach to district level work (e.g., District Leadership Team, student leaders). Collectively, these developments may be used to strengthen student performance over time. Although much progress and work remains, the Team recognized the significant leadership efforts and strategies that had been implemented since the arrival of the current administration.

The Diagnostic Review Team determined that the district had "addressed satisfactorily" six of the 17 Improvement Priorities. The remaining nine were considered "partially addressed." The Team acknowledged that the district had made great progress toward ensuring a systematic, inclusive and comprehensive process to review, revise and communicate the purpose for school success; however, progress was inconsistent across the three schools. The district had not operationalized its mission and vision such that it could be used to make decisions for the district. Most documentation demonstrated efforts had been made to support progress at the elementary school; however, less evidence was provided to address the efforts of the middle and high schools. The administration confirmed that the initial focus on the elementary school was intentional as the district wanted to establish a strong foundation.

Several administrators described the system as a "work in progress" and indicated the system still had a long way to go to achieve the desired results. Classroom observations frequently did not reflect strategies for student success advocated by the district leadership team. When the Team asked administrators why student achievement scores did not match the implemented initiatives, the response was, "Our scores have not caught up with all of the improvements we've made so far."

The district leadership team expressed a commitment to transparency and inclusion of students, parents and staff in the instructional process. This commitment was not always reflected in surveys and staff interview data. Likewise, classroom practices did not consistently reflect that teachers had operationalized these beliefs by providing high expectations, equitable learning environments and active learning opportunities for all students.

The Board of Education historically had been described by many stakeholders as a "rather passive group" who responded uniformly to direction provided from the previous superintendent. The Board, however, had evolved over the past two years and was engaged and focused on improved student learning outcomes. The Board had taken active roles in curriculum issues, reviews and discussions. Board members were aware of policies and procedures and clearly stated that their primary focus was on policy leadership and not day-to-day

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management of the system and schools. Board members participated in planned and formal professional development activities regarding the roles and responsibilities of the Board and its individual members. Board members complied with all policies, procedures, laws and regulations and functioned as a cohesive unit.

The district had made progress in engaging stakeholders in meaningful ways to support its purpose and direction. The district had solicited feedback from teachers and students through service on student leadership teams, a district leadership team and calendar and attendance committees. Additionally, the superintendent solicited input from the community by conducting town hall meetings, attending Rotary meetings, requesting parents to complete surveys and soliciting feedback from parents and the community during Board meetings.

Though the district had begun to engage all stakeholders in support of its purpose and direction, providing parents meaningful leadership roles on committees at the school and district level could be a possible leverage point for improvement. Further, the district could benefit from fully implementing a viable family and community involvement plan that provides opportunities for stakeholders to shape decisions and work collaboratively on district improvement efforts.

The district had established a systemic process for curriculum development at all three school levels. This was a relatively new initiative for the district as some courses/classes did not have a well-established curriculum (especially at the middle school and high school). Teacher interview data indicated some curricula did not exist until August 2016; however, the district had designated time for teachers to work and develop the missing curriculum components. The Team found evidence that monitoring of curriculum, instruction and assessment was occurring throughout the district at various levels. This was a relatively new practice and lacked some continuity as well as the establishment of clear expectations of the process. Teachers were meeting on a regular basis to examine student performance; however, this examination did not always lead to adjustments in future instruction or in the development of intervention/enrichment activities in the classroom. The district provided some time for vertical alignment of curriculum, instruction and assessment through Early Release Fridays at each of the schools; however, the Team found limited evidence showing this same practice consistently occurred in a structured, cross-school approach.

The Team recognized the significant work of the district in developing a formal, collaborative process to establish mentoring, coaching and induction programs. It was evident from principal and teacher interviews that these processes created a needed support system for new (or new to the district) teachers and administrators. The New Teacher Cohort supported beginning teachers with skills and information necessary to become successful. Interview data indicated this induction program helped establish and communicate district and school expectations.

The district implemented a process to examine and revise grading and reporting policies and practices. The revised policies indicated that grading and reporting practices were moving toward clearly defined criteria that represented the attainment of content knowledge and skills.

The district had initiated a process of strategic, long-range planning and developed policies related to strategic resource management. However, the district identified this area as an improvement opportunity stating that

"We are in the process of strategic long-range planning for resource management in the areas of facilities, academics, and culture and are aligning fiscal resource management with our strategic long-range planning."

There had been great strides made in the past two years in improving data usage. This included the use of data walls at the elementary school, district-wide early release Fridays (which allowed the PLC process to occur), walkthrough data, proficiency rubrics and data retreats. Teacher survey data further supported that data were being collected and effectively analyzed. Although processes and procedures had been developed using multiple data points, they were not consistently used within the system. Similarly, data had yet to demonstrate the effectiveness of various programs.

The district is beginning to monitor comprehensive information about student learning and system and school effectiveness. This was primarily evidenced through the STAR Reading program and the walkthrough observation data. Some district data had been shared periodically with the media. Interview data revealed that parents were contacted when problems emerged and occasionally for positive contacts, but this practice was inconsistent. Additionally, the schools and district reached out to parents through social media and One Call and had wide-ranging results.

- Develop, implement and monitor a written, systemic process for using data from a variety of student and program assessments to create a comprehensive picture of student learning, instruction and program effectiveness and to continually monitor and adjust 1) curriculum alignment and rigor, 2) classroom instructional strategies and 3) student performance and program evaluation assessment practices. The assessment and data use process should be collaboratively developed among professional staff members to ensure ownership and effective implementation. (Indicators 3.2, 5.1, 5.2)

- Develop, implement and evaluate a systemic instructional process that clearly informs students of learning expectations and standards of performance and gives students specific and immediate feedback about next steps in their learning. Ensure teachers use formative assessment practices to continually modify instruction and design data-based interventions. Provide students with exemplars of high quality work to establish and communicate high learning expectations. Monitor and implement the district-wide process with fidelity and hold teachers accountable for deliberate planning and use of instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. (Indicators 3.3, 3.6)

- Design and implement policies and practices to ensure each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. These policies should include a formal statement of shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students. Implementation of these policies and practices should guarantee students attain learning, thinking and life skills. (Indicators 1.2, 1.3)

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Design and implement policies and practices to ensure each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. These policies should include a formal statement of shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students. Implementation of these policies and practices should guarantee students attain learning, thinking and life skills.
- Develop, implement and evaluate a systemic instructional process that clearly informs students of learning expectations and standards of performance and gives students specific and immediate feedback about next steps in their learning. Ensure teachers use formative assessment practices to continually modify instruction and design data-based interventions. Provide students with exemplars of high quality work to establish and communicate high learning expectations. Monitor and implement the district-wide process with fidelity and hold teachers accountable for deliberate planning and use of instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
- Develop, implement and monitor a written, systemic process for using data from a variety of student and program assessments to create a comprehensive picture of student learning, instruction and program effectiveness and to continually monitor and adjust 1) curriculum alignment and rigor, 2) classroom instructional strategies and 3) student performance and program evaluation assessment practices. The assessment and data use process should be collaboratively developed among professional staff members to ensure ownership and effective implementation.

Addenda

Team Roster

Member	Brief Biography
Dr. George W Griffin	Dr. Griffin holds B.A. and M.Ed. degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals. Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.
Mr. Tim Godbey	Tim Godbey currently serves as the Educational Recovery Director for the Central Kentucky Region. He has teaching experience at all levels k-12 in rural and suburban settings. Mr. Godbey's administrative experience includes being an Assistant Principal, Head Principal, Director of Transportation, and an Educational Recovery Leader for Priority Schools in Kentucky. He has extensive experience in systems development, identifying strength and weakness in governance, recommending solutions, and providing individualized professional learning experiences for teachers and administrators. Tim Godbey holds a Bachelor of Science in Middle Grade Education and a Masters degree in Instructional Leadership.
Mr. Kevin Darrell Gay	Kevin Gay moved into the role of Educational Recovery Leader in July of 2014. He currently is serving in that capacity at Breathitt County High School. Previously, Mr. Gay served as principal at Leslie County High School. Before his arrival there in 2009, LCHS had been identified as a persistently low achieving (PLA) school. By January of 2013, under his leadership, Leslie County High was the first school in Kentucky to exit PLA status. Mr. Gay began his educational career as a social studies teacher and head football coach at Leslie County Middle School. His years of experience included principal at Hayes Lewis Elementary and Big Creek Elementary. Mr. Gay earned his Rank I in Supervision with certification for superintendent, supervisor of instruction, and director of pupil personnel from Eastern Kentucky University. He received his Master degree in educational leadership and his Bachelor of Science in History. He is affiliated with KDE School Turnaround Training, Kentucky Leadership Academy, and Kentucky Association of School Administrators.

Member	Brief Biography
Dr. Margaret Gilmore	Dr. Margaret Gilmore serves as a Transformation Leadership Coach for South Carolina Department of Education. She has over 33 years of experience in education and is successful in building the capacity of school leaders and teachers in fostering a culture that supports challenging and equitable learning experiences for all students. Also, as a Diagnostic Review Lead Evaluator for AdvancED, Dr. Gilmore provides leadership in leading comprehensive evidence-based External Review Teams in uncovering root causes for underperforming schools and guides improvement actions. She has served as an administrator in numerous leadership roles. In her role as Assistant Chief Academic Office for Shelby County School District, she was responsible for the daily, effective and efficient delivery of instructional programs and assisted in providing direct oversight of curriculum, instruction and school improvement initiatives. She was also responsible for leading bi-weekly collaboratives with Instructional Leadership Directors to strengthen the overall instructional leadership landscape for over 250 schools. Further, she organized instructional learning walks for all principals in the district which resulted in principals observing classrooms in cohorts and developing a common language around what rigorous instruction should look like in every classroom. Additionally, Dr. Gilmore served as a District Administrator in the capacity of Instructional Supervisor/Manager of Curriculum & Instruction for Shelby County Schools where she provided coaching, training, support and critical feedback to school leader and teachers. She served as a Lead Evaluator for numerous accreditation external review teams in Tennessee and led Shelby County School System to achieve its 1st AdvancED System's Accreditation in 2011. Other leadership roles include District/School Accreditation Coordinator, District/School Improvement Planning Coordinator, Charter School Supervisor, Universities' Partnership Manager, and Director of School Leadership Grant for Priority Schools. In her journey as an educator, Dr. Gilmore has also served as a classroom teacher in rural, urban, and suburban settings in Arkansas, Georgia and Tennessee. Dr. Gilmore holds a Doctorate in Educational Leadership & Policy Studies from University of Memphis. Additionally, she received her principal's licensure from University of Memphis Leadership Scholars Program (2 year rigorous Urban School Leadership Program) and was awarded U of M Leadership Award. She earned a Masters in Special Education and Bachelor of Science in Elementary Education from Arkansas State University.
Mrs. Molly R. Hunt	Mrs. Molly Hunt currently serves as an Assistant Principal/Curriculum Resource Specialist at The Providence School, Jessamine County's secondary Alternative Program. She has extensive experience evaluating instructional practices and observing learner outputs, problem solving, identifying strengths and weakness in curriculum and instruction, recommending solutions, and providing individualized professional learning experiences for teachers and administrators. Molly Hunt holds a Bachelor of Secondary Education, a Masters degree in Curriculum and Instruction, and a Rank I in Educational Administration.
Mrs. Dee Jones	For the past eight years, Ms. Jones has served as the Director of District Support Services for the Central Kentucky Educational Cooperative. Prior to that, she worked for the Education Professional Standards Board for five years, coordinating the redesign of the Kentucky Teacher Internship Program (KTIP). She has worked on program development and has served as the lead trainer for KTIP in Central Kentucky since 1998, while employed by the University of Kentucky in the Office of Field Experiences. During that time, her main responsibilities included coordinating overseas student teaching placements and assisting in pre-service field placement. Ms. Jones' teaching background is High School English, and she continues to serve as the Teacher Educator on KTIP committees in Fayette County. She has completed doctoral coursework in Educational Policy.

Member	Brief Biography
Dr. Joseph R Prather	Joe Prather is in his sixth year as a Program Evaluation Specialist in the Data Management, Planning, and Program Evaluation Department for Jefferson County Public Schools - Louisville, KY. As a Program Evaluator some of his responsibilities include examining the effectiveness of a variety of school and district level programs, providing schools with data, and assisting schools with their Comprehensive School Improvement Plans. Prior experience includes being a District High School Mathematics Resource Teacher (2 years), a High School Mathematics Teacher (6 years), and a High School Guidance Counselor (10 years). His educational background includes: Ed.D. (University of Louisville - Program Evaluation), M.Ed. (University of Louisville - School Guidance Counselor), M.A.T. (University of Louisville - Mathematics), and a B.A. (Bellarmine University - Mathematics/Psychology). He has also earned his Instructional Leadership Supervisor of Instruction Certification. Previous AdvancEd experience includes serving on a District Accreditation Team (2012, 2015), a School Accreditation Team (2015), and a District Diagnostic Review Team (2015).
Mrs. Julia Marie Rawlings	Julia Rawlings is currently the Educational Recovery Director for the Kentucky Department of Education. In this role, her primary responsibility is to work collaboratively to support priority schools in the East Region by developing partnerships with universities, educational agencies, and external stakeholders. Prior to work with the Kentucky Department of Education, Mrs. Rawlings was a central office administrator for Fleming County Schools, a rural school district in north eastern Kentucky. Her duties included Title 1, Limited English Proficiency, Preschool, and Curriculum/Assessment/Instruction. Mrs. Rawlings has also served as a state science consultant and a high school classroom science teacher.

About AdvancED

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

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

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Attachments

The following attachments have been included in this report.

1. Student Data Elementary
2. Student Data Middle School
3. Student Data High School
4. Leadership Assessment Addendum
5. Team Schedule
6. Stakeholder Survey Plus/Delta

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Student Performance Data

School Name: Caverna Elementary School

Use the Guiding Questions below to write 1-2 pluses and deltas for each of the areas of school or student performance in the charts.

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	53.4	54.4	53	No	Yes	N/A

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	53.9	54.9	61.7	Yes	Yes	N/A

Plus

- School met AMO in 2014-15 and showed a 7.8 point increase.

Delta

- School did not meet AMO in 2015-16 by 0.4 points.

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (2014-15)	%P/D State (2014-15)	%P/D School (2015-16)	%P/D State (2015-16)
Reading				
3rd grade	**33.3**	54.3	**52.3**	53.7
4th grade	**61.2**	52.2	**30.2**	56.3
5th grade	**43.4**	56.0	**52.8**	58.1
Math				
3rd grade	**33.3**	47.6	**27.3**	47.7
4th grade	**53.1**	48.6	**39.6**	51.7
5th grade	**37.7**	50.3	**47.2**	56.1
Social Studies				
5th grade	**41.5**	60.6	**37.7**	57.7
Writing				

5th grade	**28.3**	43.8	**49.1**	41.0
Language Mech.				
4th grade	**51**	55.6	**37.7**	51.9

Plus
- School was above state average among 4th graders in reading during the 2014-15 school year by 9 percent.
- School was above state average among 4th graders in math during the 2014-15 school year by 4.5 percent.
- School experienced a significant increase from 2014-15 school year to 2015-16 school year in writing performance among 5th graders. Fifth graders were 8.1 percentage points higher than the state average for 2015-16
- School experienced increases in student performance between 2014-15 and 2015-16 in the following: 3rd and 5th grade reading, 5th grade math, and 5th grade writing.

Delta
- School was below state average among 5th graders in writing during the 2015-16 school year by 5.3 percent.
- School was below state average among 5th graders in math during the 2015-16 school year by 8.9 percent.
- School shows declines between 2014-15 and 2015-16 in the following: 4th grade language mechanics, 5th grade social studies, 3rd and 4th grade math, and 4th grade reading.
- School performed below state averages in all areas for both years except for 5th grade writing in 15-16, 4th grade math in 14-15, and 4th grade reading 14-15.

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	47.7	40.1	NO	47.4	34.9	N0
Reading	48.5	43.2	NO	48.4	38.1	NO
Math	46.7	37	NO	46.2	31.7	NO
Social Studies	53	37.3	NO	53.7	20	NO
Writing	36.5	47.1	YES	36.6	50	YES

<u>Plus</u>

- School shows 47.1 percent of all elementary students scoring at proficient or distinguished in writing. This is 10.6 percentage points above the delivery target
- School shows 50 percent of all gap students scoring at proficient or distinguished in writing. This is 13.4 percentage points above the delivery target.

<u>Delta</u>

- School did not meet any of the gap delivery targets for 2015-16 except for writing.
- School did not meet any of the delivery targets for all students in 2015-16 except for writing.

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	1.5	1.43	1.00	1.5	5.4	Needs Improve
Practical Living	1.96	1.33	1.75	1.25	6.3	Needs Improve
Writing	1.50	1.63	1.75	1.29	6.2	Needs Improve
K-3	1.46	1.50	2.00	1.71	6.7	Needs Improve
World Language and Global Competency*	0	0	0	0	0	Needs Improve

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

<u>Plus</u>

- Data indicates no pluses for program reviews.

<u>Delta</u>

- All program review areas scored "needs improvement".

Student Performance Data

School Name: Caverna Middle School

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	39.5	40.5	43.2	Yes	Yes	N/A

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	58.6	59.6	50.5	No	Yes	N/A

Plus

- The AMO goal for 2015-16 was met with a learners total score of 43.2
- The school met participation rate goals in 2014-15 and 2015-16

Delta

- The school did not meet its AMO goal in 2014-15

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (2014-15)	%P/D State (2014-15)	%P/D School (2015-16)	%P/D State (2015-16)
Reading				
6th grade	26.1	52.9	26.1	55.5
7th grade	30.6	54.5	35.4	56.6
8th grade	31.3	54.1	40.8	53.6
Math				
6th grade	19.6	43.2	23.9	50.2
7th grade	18.4	40.9	25.0	45.4
8th grade	14.6	44.2	28.6	45.5
Social Studies				
8th grade	62.5	58.6	53.1	59.7
Writing				
6th grade	17.4	44.1	19.6	48.0
8th grade	18.8	34.3	12.2	40.7

Language Mech.				
6th grade	28.3	46.1	19.6	41.2

Plus
- The percentage of students scoring proficient/distinguished in Social Studies was above state average in 2014-15.

Delta
- In 2015-16 all areas were below state average of students scoring proficient/distinguished.
- All areas and grade levels with the exception of Social Studies, 7th grade Reading and 8th grade Math were 20 percent or more below state average in the percent of students scoring proficient/distinguished in 2015-16.
- 8th Grade writing was 52.9 percent below state average.

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	47.4	30.2	No	44.9	25.6	No
Reading	50.9	34.5	No	47.8	29.4	No
Math	44.0	25.9	No	42.0	23.5	No
Social Studies	50.3	53.1	No	46.9	58.8	Yes
Writing	34.8	15.8	No	32.9	20.0	No

Plus
- Social Studies met and exceeded the GAP Delivery Target by 11.9 percent.

Delta
- In all tested areas, except for Social Studies, Proficiency and Gap targets were not met.

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	1.76	2.00	1.75	1.90	7.4	Needs Improvement
Practical Living	1.82	2.00	1.88	1.50	7.2	Needs Improvement
Writing	1.89	2.38	2.25	1.71	8.2	Proficient
World Language and Global Competency*	1.00	1.00	1.38	0.23	3.6	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Plus
- Writing program area was classified as proficient.

Delta
- Arts and Humanities, Writing, and World Language/ Global Competency areas of the program review were all classified needs improvement.

Student Performance Data

School Name: Caverna High School

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	61.5	62.5	51.6	No	Yes	No

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	61.1	62.1	63.8	Yes	No	No

Plus

- The 2014-15 AMO goal was met with an overall score of 63.8

Delta

- The 2015-16 AMO goal was not met. The Learners total score fell to 51.6.
- The Participation Rate goal for two consecutive years was not met.
- The Graduation Rate goal for two consecutive years was not met.

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (14-15)	%P/D State (14-15)	%P/D School (15-16)	%P/D State (15-16)
English II	47.6	56.8	28.1	56.4
Algebra II	12.8	38.2	4.5	42.3
Biology	13.3	39.7	12.7	37.3
U.S. History	38.9	56.9	29.6	59.1
Writing	42.5	50.0	27.1	43.5
Language Mech.	56.9	51.6	53.6	54.4

Plus

- No pluses were noted in this section.

Delta
- All areas are below state average of students scoring proficient/distinguished.

- The percentage of students scoring at proficient/distinguished levels decreased in all areas from the 2014-15 school year to the 2015-16 school year.

- English II, Algebra II, Biology, and US History were all 24 percent or more below state average in the number of students scoring proficient/distinguished.

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Percentage School (14-15)	Percentage State (14-15)	Percentage School (15-16)	Percentage State (15-16)
English	53.7	55.3	52.8	54.3
Math	22.0	38.1	28.3	39.7
Reading	43.9	47.4	49.1	49.2

Plus
- The percentage of students meeting Benchmark on ACT in Math increased 6.3 percent.
- The percentage of students meeting Benchmark on ACT in Reading increased 5.2 percent.

Delta
- The percentage of students meeting Benchmark on ACT in English decreased .9 percent.
- The percentage of students meeting Benchmark on ACT in Math is 11.4 percent below state average.
- The percentage of students meeting Benchmark on ACT in all areas are below state average.

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	58.2	16.5	N	54.9	12.3	N
Reading	48.7	28.3	N	47.0	44.0	N
Math	67.6	4.6	N	66.3	8.7	N

Science	33.4	14.0	N	30.4	6.7	N
Social Studies	31.4	30.8	N	28.9	36.8	Y
Writing	43.1	27.4	N	39.8	38.0	N

Plus

- Social Studies met the delivery target for students scoring proficient and/or distinguished in the non-duplicated GAP group.

Delta

- In all tested areas, except for Social Studies, Proficiency and Gap targets were not met.
- The percentage of proficiency in Math was 4.6 percent which was 57.6 percent below the delivery target.

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2015-2016)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	76.2	73.9	**68.5**	No
Graduation Rate (for 4-year adjusted cohort)	83.9	82.7	**88.6**	No

Plus

- College and Career Readiness score was above state average.

Delta

- Graduation Rate and CCR delivery targets were not met.

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	1.94	2.14	1.75	1.70	7.5	Needs Improvement
Practical Living	2.37	2.83	1.63	1.58	8.4	Proficient

Writing	1.78	1.88	1.50	1.57	6.7	Needs Improvement
World Language and Global Competency*	1.31	1.33	1.13	1.23	5.0	Needs Improvement

The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Plus
- Practical Living program area was classified as proficient.

Delta
- Arts and Humanities, Writing and World Language/ Global Competency areas of the program review were all classified needs improvement.

2016-17 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities from the 2013-14 Diagnostic Review or Progress Monitoring Visit for Caverna Independent Schools.

Improvement Priority 1

Indicator 1.2	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1	2.00	1.88

1.2 Improvement Priority (2014-15) Design and implement policies and practices that will ensure each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	School Self-Rating 2.00	Team Rating 1.88
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Vision/Mission survey
-Agendas/minutes with mission statements and shared beliefs
-Strategic plan with shared beliefs
-Superintendent Student Leadership team presentations
-District purpose statements
-School purpose statements

School Supporting Rationale:
Caverna Independent Schools ensures a process for establishing core values and a clear purpose on culture and student achievement. A part of our strategic planning process includes revising the mission, vision, and shared belief statements. Our schools develop their own purpose statements, and each professional learning community establishes their shared beliefs. The district reviews the shared belief statements as a part of the process for reviewing the district purpose statements. Teachers rate their top belief statements and share core value words to describe their vision for our district. The district created their shared belief statements based on the survey results and feedback from teachers on the top priorities for our district. To strengthen communication and accountability, the district mission and vision is shared publicly at each board meeting, is included on the district leadership meeting agendas, and utilized during the superintendent student leadership meetings as a model. All district and school improvement systems are directly aligned to achieving the district's mission and vision. Our 30/60/90-day plan, district leadership agendas, district improvement plan, district strategic plan, district-level established expectations, school improvement plans, professional learning communities, and changes in instructional, curriculum, and assessment practices are all aligned with the district purpose statements. We will sustain our strengths in this area through a continuous strategic planning process to revise our purpose statements and systems of accountability and communication during regularly scheduled meetings.

Team Evidence:
- Observations
- Interviews with school and district personnel
- District and school vision/mission surveys
- Agendas/minutes with mission statements and shared beliefs
- 30/60/90-dayplan
- Strategic Plan with shared beliefs
- Superintendent Student Leadership Team presentations
- District purpose statements
- School purpose statements

Team Supporting Rationale:
The Team acknowledged the district had made great progress toward ensuring a systematic, inclusive and comprehensive process to review, revise and communicate a purpose for success; however, the progress was inconsistently implemented across the three schools. Most documentation demonstrated efforts had been made to support progress at the elementary school; however, little evidence was provided that demonstrated efforts of the middle and high schools. The administration confirmed that the initial focus on the elementary school was intentional, in an effort to establish a strong foundation.

Several administrators described the system as a "work in progress" and indicated that though the change in leadership at the high school had positively impacted the progress, the school

and district had work to be done to achieve desired results. Classroom observation data did not consistently reflect strategies for student success advocated by the district leadership team. Interview and student performance data showed student results did not match the articulated district efforts. One interviewee summed it up with this statement, "Our scores have not caught up with all of the improvements we've made so far." Based on the evidence referenced above, the Team considered this Improvement Priority partially addressed.

Improvement Priority 2

Indicator 1.3	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1	3.00	2.00

1.3 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop a formal statement of shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	3.00	2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Vision/mission survey
-Agendas/minutes with mission statements and shared beliefs
-Strategic plan with shared beliefs
-Superintendent Student Leadership team presentations
-District purpose statements
-School purpose statements

School Supporting Rationale:
As a part of the strategic planning process, Caverna Independent Schools gathers input from

stakeholders on establishing core values, and a clear purpose on culture and student achievement. A part of our strategic planning process includes revising the mission, vision, and shared belief statements. Our schools develop their own purpose statements, and each professional learning community establishes their shared beliefs. The district reviews the shared belief statements as a part of the process for reviewing the district vision and mission. Teachers rate their top belief statements and share core value words to describe their vision for our district. The district created their shared belief statements based on the survey results and feedback from teachers on the top priorities for our district. To strengthen communication and accountability, the district mission and vision is shared publicly at each board meeting, is included on the district leadership meeting agendas, and utilized during the superintendent student leadership meetings as a model. All district and school improvement systems are directly aligned to achieving the district's mission and vision. Our 30/60/90-day plan, district leadership agendas, district improvement plan, district strategic plan, district-level established expectations, school improvement plans, professional learning communities, and changes in instructional, curriculum, and assessment practices are all aligned with the district purpose statements. We will sustain our strengths in this area through a continuous strategic planning process to revise our purpose statements and systems of accountability and communication during regularly scheduled meetings.

Team Evidence:
- Interviews
- Presentations
- Observations
-Vision/Mission survey
-Agendas/minutes with mission statements and shared beliefs
-Strategic plan with shared beliefs
-Superintendent Student Leadership Team presentations
-District purpose statements
-School purpose statements

Team Supporting Rationale:
The district has made a commendable effort to overhaul their strategic plan and vision and mission statements. The district administrative team expressed a commitment to transparency and inclusion of students, parents and staff in the instructional process. This commitment was not reflected in all survey and staff interview data. In the strategic planning vision/mission survey, 68 percent of the respondents expressed the belief that all children can learn. Fifty-eight percent of the respondents expressed the belief that every child is entitled to a learning experience based on rigor and relevance. The survey did not indicate strong agreement with the vision and mission statements. Likewise, classroom practice did not reflect that teachers had operationalized these beliefs by providing high expectations, equitable learning environments and active learning. The lack of differentiation in classrooms was of particular concern to the Team. Based on the evidence referenced above, the Team considered this Improvement Priority partially addressed.

Improvement Priority 3

Indicator 2.1	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	1	3.00	2.75

2.1 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop a process for the District Leadership Team and the School Board to collaboratively and systematically review and revise the district mission/vision and to then align district policies to support the purpose and direction of the district. Policy review priorities should include, but not be limited to the areas of: 1) budgeting and fiscal management, 2) professional development, 3) monitoring of effective instruction and assessment practices to ensure equitable and challenging learning experiences for all students, and 4) long-range strategic resource management and planning. Ensure that revisions are well communicated to all stakeholders, and that they are monitored and evaluated for their effectiveness in improving student achievement.	3.00	2.75
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Board professional development evidence
-Board polices posted online
-Board agendas/minutes shared via email to all staff
-Board report published in the newspaper
-Board minutes
-Board meeting working session minutes
-30/60/90- day board reports
-Budget committee minutes
-Needs assessment requests
-Professional development survey

-Professional learning plan
-Walkthrough plus/deltas

School Supporting Rationale:
We established a process for revising and reviewing the district's purpose statements with the Kentucky Association of School Administrators. The district leadership team and school board reviewed the district's purpose statements as a part of the strategic planning process. District polices align with the district's purpose statements. The board has established a procedure of reviewing policies during working sessions. The district leadership team reviews district expectations for curriculum, instruction, and assessment during the district leadership meetings and keeps the board informed of established processes and procedures. The district established a budget committee and a process to assess for financial needs. The board reviews and approves all expenditures.

Team Evidence:
-Board policies
-Board meeting agendas and minutes
-30/60/90-day plan
-30/60/90-day updates
-Interviews with board members
-Interviews with administrators
-Board member in-service logs

Team Supporting Rationale:
The Board was aware of its policies and procedures. Board members stated clearly that their primary focus was on policy leadership and not day-to-day management of the system and schools. This was confirmed by interview data as well as a thorough review of Board meeting minutes. The primary focus of the Board was on student learning and instructional programs and processes. There were mechanisms established for monitoring student learning, effective instruction and assessment practices. The Board had evolved over the past two years into an engaged Board focused on improved student learning. Based on all reviewed evidence, the Team rated this Improvement Priority as addressed satisfactorily.

Improvement Priority 4

Indicator 2.2	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The governing body operates responsibly and functions effectively.	1	3.00	2.75

2.2 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Design and implement a process whereby the Board of Education 1) defines its roles and responsibilities, 2) evaluates its decision and actions, and 3) participates in formal professional development that includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.	3.00	2.75
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
School Evidence: -Professional development evidence -Board meeting minutes -Working session minutes -Walkthrough plus/deltas -Policies on district webpage Caverna Independent Schools -List of assigned staff on webpage Caverna Independent Schools
School Supporting Rationale: The Caverna Board of Education has participated in formal professional development through the Kentucky School Boards Association in various areas of academics, supervision, decision-making, and additional responsibilities of the board. The board has also participated in a working session which defined its roles and responsibilities. The board evaluates its decisions and actions by reviewing and revising policies as needed based on data and feedback from stakeholders. The board also conducts finance working session to review budgetary decisions. School board member walkthroughs help to see decisions and actions being implemented throughout the schools.

Team Evidence:
-Board policies
-Board member walkthrough data collector forms
-Board meeting agendas and minutes
-In-service logs
-Kentucky Department of Education (KDE) Phase II Compliance and Accountability Report
-Legal request sample
-2016-17 Comprehensive School Improvement Plan (CSIP)
-Professional learning plans
-Board interviews
-Administrator interviews

Team Supporting Rationale:
The Board evaluated its decisions and actions to ensure they were in accordance with defined roles and responsibilities. Members adhered to the formally adopted code of ethics and conflict of interest policies and frequently referred to them. Members also participated in planned and formal professional development activities regarding the roles and responsibilities of the board and its individual members. Board members complied with all policies, procedures, laws and regulations and functioned as a cohesive unit.

The Board had historically been described by many stakeholders as a passive group who responded uniformly to the direction provided from the previous superintendent. Under the leadership of the current superintendent the Board had evolved into a dedicated and committed group focused on student learning. The Board had taken an active role in curriculum issues, reviews and discussions. The Board had been trained in and implemented an effective classroom walkthrough practice. These walkthroughs had provided Board Members with solid background information for policy determinations and to support the administration and staff members. The Board is commended for its current practices and leadership that it provides for the district. Based on the evidence the Team rated this Improvement Priority as addressed satisfactorily.

Improvement Priority 5

Indicator 2.5	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Leadership engages stakeholders effectively in support of the system's purpose and direction.	1	2.00	2.00

2.5 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop and implement new strategies to more meaningfully engage parents, teachers and community members in support of the district's purpose and direction for improving student success by 1) providing opportunities for stakeholders to shape decisions, 2) providing feedback to district and school leaders, 3) working collaboratively on district and school improvement efforts, and 4) serving in meaningful leadership roles.	2.00	2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -Meetings with local government, industry, and businesses -Public relations plan -Rotary meetings -Board meetings -SBDM minutes -Communication plan -Volunteer program
School Supporting Rationale: Caverna Independent Schools involves stakeholders in decision making to support the district's purpose and direction. We gather feedback from board members, administrators, and teachers to work collaboratively on system and school improvement efforts. We seek input from parents through the site-base decision making councils (SBDM), town hall meetings, surveys, and parent-teacher conferences. We also strive to meet the needs of our community by collaborating and seeking input from local government and industry/businesses. We openly communicate with all stakeholders through multiple avenues to create a sense of community and ownership.

Team Evidence:
-Input on school calendar and attendance
-District Leadership Team
-Budget Committee
-Superintendent Student Leadership Team
-Site Based Decision Making Council
-Town hall meetings
-Rotary Club
-District Strategic Planning Committee
-CSIP
-Parent interviews

Team Supporting Rationale:
The district had made progress in engaging stakeholders in meaningful ways to support its purpose and direction for improving student success. For example, during interviews several parents revealed that they served on the SBDM council and budget and facilities committees. The district also elicited feedback from teachers and students through service on student leadership teams, a district leadership team and calendar and attendance committees. Additionally, the superintendent solicited input from the community by conducting town hall meetings, attending Rotary Club meetings, requesting parents to complete surveys and soliciting feedback from parents and the community during board meetings.

Though the district had initiated a process to engage all stakeholders in support of its purpose and direction, providing parents meaningful leadership roles on committees at the school and district level could be a possible leverage point for improvement. Forty percent of high school parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school," suggesting a need for the district to make a concerted effort to involve parents and solicit their feedback to create a strong sense of community and ownership for student learning. Further, the district could benefit from fully implementing a viable family and community involvement plan that provides opportunities for stakeholders to shape decisions and work collaboratively on district improvement efforts. Based on the evidence, the Team has determined that Improvement Priority 5 has been partially addressed.

Improvement Priority 6

Indicator 2.6	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1	3.00	3.00

2.6 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop and implement new practices and policies that focus the supervision, evaluation and monitoring criteria and process on the improvement of professional practice. Ensure that supervision, evaluation and monitoring processes are evaluated regularly to determine their effectiveness in helping drive improvement in professional practice.	3.00	3.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
School Evidence: -Certified Evaluation Plan -50/50 Committee minutes -Directed Growth Plan -Corrective action plan -PGES documentation -District Leadership Team minutes regarding evaluation -One-on-one leadership minutes regarding evaluation
School Supporting Rationale: Caverna Independent Schools has established policies and procedures on the supervision, evaluation, and monitoring of professional practice. We have established a certified evaluation plan with a system of supports for teachers rated developing and/or ineffective. Our 50/50 committee, consisting of teachers and administrators, revised the certified evaluation plan to ensure consistent evaluation procedures to ensure student success. The committee developed a Directed Growth Plan to be utilized for any developing/ineffective teacher and create a system of supports for professional growth. A Corrective Action Plan was also developed to be utilized as an additional layer of support for teachers struggling to meet criteria on the Directed Growth Plan. Evaluation and supervision is regularly addressed at leadership meetings.

Team Evidence:
-Streamlined Certified Evaluation Process
-District instructional walk-throughs
-Board members instructional walk-throughs
-50/50 Committee Minutes
-Directed Growth Plan
-Corrective Action Plan
-Board policy on supervision and evaluation
-Professional growth plans
-Mentoring/coaching support system
-Professional learning plans
-Peer observers
-Professional Growth and Effectiveness System (PGES) documentation
-Interviews
-eleot® observation results

Team Supporting Rationale:
The district was intentional and purposeful in developing supervision and evaluation processes to monitor and effectively adjust professional practices of teachers, which ultimately will improve student outcomes. The district revamped its certified evaluation plan to provide additional support for teachers who were rated developing and/or ineffective. Additionally, the evaluation plan included a directed growth plan, which provided a system of supports to improve professional practices of teachers. Further, novice teachers were provided with mentoring support and attended monthly sessions for professional growth.

One hundred percent of elementary staff members agreed/strongly agreed that "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning." Moreover, eighty-eight percent of middle school staff members agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." Early Release Fridays were implemented to provide teachers with three hours of job embedded, ongoing and relevant professional development. Teacher leaders served as partners with principals and supported struggling teachers. Based on the evidence, the Team has determined that Improvement Priority 6 has been addressed satisfactorily.

Improvement Priority 7

Indicator 3.1	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1	3.00	2.00

3.1 Improvement Priority (2014-15) Create and implement new strategies that will ensure that curriculum and learning experiences in each course/class across the district provide students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills leading success at the next level.	School Self-Rating 3.00	Team Rating 2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Pictures of proficiency rubrics -Use metacognition strategies (lesson plans) -Pictures of mathematical practice standards posters -Leader in Me evidence -Growth mindset evidence -Common planning
School Supporting Rationale: Caverna Independent Schools ensures that curriculum and instruction is aligned across the district and communicated to stakeholders. We strive to help our students be life-ready by utilizing the Leader in Me program and working on growth mindset with staff and students. Our new literacy curriculum at the elementary is focused on metacognition skills and the mathematical practice standards are utilized in all math classrooms. Our proficiency rubrics help to ensure our teachers and students understand the level of proficiency around rigor targets and standards of performance needed to reach proficiency.

Team Evidence:
-Curriculum maps (via website)
-Teacher interviews
-Artifacts
-Survey data
-Lesson plans
-eleot walkthroughs
-Student performance results

Team Supporting Rationale:
The district had initiated a systemic process for curriculum development at all three schools. Evidence indicated the process was a relatively new initiative for the district as some courses/classes did not have a well-established curriculum (especially at the middle school and high school). Interview data revealed some curricula did not exist until August, 2016; however, the district had designated time for teachers to work and develop missing curriculum pieces. For example, English I and English II curriculum maps were still being developed with an understanding of the importance that English II was an EOC course. Interview data also indicated the district expected teachers to develop and refine these throughout the year as time allowed; however, most Early Release Fridays were used for other district-led, professional development.

Classroom walkthroughs using the eleot™ indicated some individualized learning experiences for students.

Survey data indicated elementary stakeholders felt confident in the school curriculum and its ability to provide equitable and challenge learning opportunities for students. Data indicated a collective agreement among parents, staff members, and students that the curriculum provided by the schools provided equitable and challenging learning experiences. However, there was an absence of agreement among stakeholders at the middle and high school levels regarding similar questions. This lack of congruency was evidence for a continued focus on the development of the curriculum.

Student performance data revealed minimum evidence of curriculum and learning experiences that prepared students for success at the next level. Key data pieces included, but were not limited to, two of the three schools did not meet the annual measurable objective (AMO) for 2015-2016 as well as greater than 50 percent of students scored below proficient in reading and math in almost every accountable grade level. Additionally, all accountable areas and grade levels were performing below state averages in all content areas except for fifth grade writing. Based on the evidence the Team rated this Improvement Priority as partially addressed.

Improvement Priority 8

Indicator 3.2	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1	3.00	1.88

3.2 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Develop a systematic process to monitor and adjust curriculum, instruction, and assessment and ensure vertical and horizontal curriculum alignment that uses data from multiple assessments of student learning and an examination of teachers' professional practice.	3.00	1.88
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -Pictures of staff work from data retreats and vertical PLCs -Agendas and minutes from data retreats, vertical PLCs, data PLCs, and program review teams -Guided planning notes -Lesson plans
School Supporting Rationale: Our district has developed a multi-level system of monitoring and adjusting curriculum based assessments of student learning and an examination of professional practice. We have established a culture where there are multiple opportunities for school level personnel (guided by district personnel) to use data from multiple assessments of student learning and an examination of professional practice to systematically adjust and monitor curriculum, instruction and assessment throughout the organization. The staff of each school in Caverna identified the following systems they have put into place to create this data-driven culture: -School-level data retreats to analyze school data (Universal Screening data, State level assessment data, CCR data, school behavior data, graduation rate, etc…) to measure growth over time and examine professional practices and create strategies for the Comprehensive

School Improvement Plan to reflect on placement of students in intervention groups from a school-wide perspective;

-Vertical Professional Learning Communities to analyze school data (Universal Screening data, State level data, CCR data, etc…) and curriculum resources, maps, and pacing guides to adjust and monitor curriculum, instruction, and assessment vertically across grades and schools;

-Program Review Teams to monitor the quality of teaching/learning, equitable access, and integration of program skills across contents;

-Data Professional Learning Communities for each grade or content area to analyze classroom data (formative assessment data, pre/post unit assessments, writing samples, benchmark assessments, common assessments, etc…) to make instructional decisions around differentiation of instructional strategies and curriculum in core instruction and placement of students in Tier 2/3;

-Guided Planning to analyze classroom formative assessment data and examine instructional practices and ensure alignment to standards weekly or bi-weekly utilizing the guided planning protocol; and

-Daily Formative Assessments for analysis of day-to-day classroom assessment data to make instructional and curricular decisions around differentiation, mastery of targets, standards of performance, re-teaching, tier 1 core intervention strategies, and grouping of students

Team Evidence:
-Walk-through documents
-Curriculum documents
-Staff interviews
-Stakeholder surveys
-Professional Learning Communities (PLCs)
-Comprehensive District Improvement Plan (CDIP)
-Student Performance Data Summary

Team Supporting Rationale:
Evidence indicated the monitoring of curriculum, instruction and assessment was occurring throughout the district at various levels. This was a relatively new practice, therefore, was lacking some continuity as well as the establishment of clear expectations of the process. Staff member interview data indicated a process for PLC meetings had been established to monitor curriculum and instruction; however the process was neither consistently leading to changes in practice nor pedagogy. Teachers were meeting on a regular basis to analyze student performance; however this examination did not always lead to adjustments in future instruction or in the development of intervention/enrichment actions inside the classroom.

Interview data indicated the district provided some time for vertical alignment of curriculum, instruction and assessment through Early Release Fridays; however, the Team found limited evidence showing this same practice was happening consistently in a structured, cross-school approach. For example, teachers in the same building met to vertically align curriculum, but they did not meet in a consistent matter with teachers from other buildings/school levels (e.g., elementary meeting with middle school or middle school meeting with high school). Interview

data also indicated a process for walkthroughs by school administration, including the superintendent, was developed and implemented districtwide. Teachers received email feedback via a walkthrough form; however, face-to-face feedback did not occur on a regular basis in all three schools. The Team noted some inconsistency in practice within buildings on feedback and coaching. Some teachers received guided planning coaching sessions from the building principal and educational recovery staff, and others did not.

Survey data indicated a lack of agreement among middle school and high school staff members regarding whether teachers adjusted curriculum and instruction based upon the learning needs of their students. There was agreement and interview data confirmed that at the elementary level agreement existed among all stakeholders that curriculum and instruction was being adjusted to meet the needs of students. Interview data indicated the instructional supervisor had worked extensively at the elementary level to support adjustments to curriculum, instruction and assessment.

Additionally, a review of artifacts indicated the district reviewed student data on a regular basis. However, the needs assessment portion of the Comprehensive District Improvement Plan (CDIP) did not meet the characteristics of an effective needs assessment based upon the Kentucky Department of Education (KDE) improvement planning rubric for needs assessments. A formalized, operational process based upon the KDE criteria was lacking.

In conclusion, the practice of using assessment data to modify and adjust curriculum and instruction had been introduced districtwide but still needed to be refined and further developed to ensure consistent implementation leading to improved gains in student achievement. Based on the evidence, this Improvement Priority was rated partially addressed.

Improvement Priority 9

Indicator 3.3	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	3.00	1.75

3.3 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Establish and articulate a consistent and deliberate structure/method to plan and use instructional strategies that will ensure high levels of student engagement in learning such as student collaboration, self-reflection, problem solving, conducting meaningful research, applying their learning to real life experiences and developing critical thinking skills, use of digital learning tools and resources, etc.	3.00	1.75
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -Lesson plans   -Proficiency rubrics   -Guided planning notes   -PLC minutes   -RTI plans and progress monitoring   -STLP documentation   -Technology integration
School Supporting Rationale: Teachers are deliberate in planning instruction that engages students in their learning and personalize strategies and interventions to address the needs of learners. Teachers use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Students work in collaborative groups, self-reflect on learning with proficiency rubrics, peer edit, and develop critical thinking skills with metacognition work. Teachers plan for the rigor of the standards and require students to apply knowledge and integrate across contents. Teachers also use digital tools to enhance and differentiate learning.

Team Evidence:
-Lesson plans
-Proficiency rubrics
-PLC minutes
-Response to Intervention (RtI) Plans and Progress Monitoring
-Staff surveys
-Classroom observation data
-Achievement data

Team Supporting Rationale:
Some teachers in the district were deliberate in planning instruction that engaged students in their learning. Classroom observations revealed inconsistent use of personalized instructional strategies and deliberate interventions to address the needs of all learners. Some teachers used instructional strategies that required student collaboration, self-reflection and development of critical skills; however, strategies varied widely among the three schools. Some students worked in collaborative groups, self-reflected on learning with proficiency rubrics, peer edited their work and used their critical thinking skills during the lesson activities. These learning opportunities were inconsistent among the three schools. Some teachers addressed curriculum rigor and high expectations through standards alignment and required students to apply knowledge and integrate their learning across content areas. Some teachers used digital tools to both enhance and differentiate learning.

Classroom observations revealed that in 48 percent of classrooms, it was evident/very evident that students were engaged in rigorous coursework, discussions and/or tasks. In 38 percent of the classrooms, it was evident/very evident that students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing). Instances of students being provided support and assistance to understand content and accomplish tasks were evident/very evident in 38 percent of the classrooms. In 24 percent of classrooms, it was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs. It was evident/very evident that 45 percent of students had multiple opportunities to engage in discussions with the teacher and other students. In 41 percent of classrooms, it was evident/very evident that students made connections to real-life and in 48 percent it was evident/very evident that student engagement occurred.

Eighty-two percent of elementary, 68 percent of middle school and 60 percent of high school staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of our students," suggesting that a significant number could not confirm this practice occurred. Additionally, 82 percent of elementary, 50 percent of middle school, and 60 percent of high school staff members agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."

After careful consideration of the evidence referenced above, the Team considered this Improvement Priority partially addressed.

Improvement Priority 10

Indicator 3.4	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	3.00	2.00

3.4 Improvement Priority (2014-15) Collaboratively establish and implement supervision and evaluation practices beyond classroom observation that district and school leaders will use to consistently monitor and support the improvement of instructional practices of teachers. Ensure that teachers are 1) using practices that are aligned to the school district's values and beliefs about teaching and learning, 2) teaching the approved curriculum, 3) directly engaged with all students in the oversight of their learning, 4) using content specific standards of practice.	School Self- Rating 3.00	Team Rating 2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -Professional learning plan -Guided planning documentation -Modeling/coaching documentation -Common planning notes -Feedback, action plans, and plus/deltas from walkthroughs -PLC minutes -Instructional process feedback -Lesson plans
School Supporting Rationale: Caverna Independent Schools has worked diligently to put systems into place that will ensure monitoring and support of the improvement of instructional practices of teachers to ensure

student success. These identified systems ensure instructional practices are aligned with the system's values and beliefs about teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards of professional practice:
*Alignment of professional learning to the needs identified
*Collaboration between school leadership and teachers:
-Guided Planning
-Modeling
-Coaching
*Common Planning or Planning Partners (Planning time or after school)
*Individual Feedback from observations and walkthroughs
*PLC monitoring of embedded protocol (next steps, timeline, outcomes)
*Instructional Process monitoring
*Feedback on Lesson Plans (during observations & when submitted)
*Monitoring rigor of classroom assessments and student achievement (PLCs)
*Monitoring of student work (PLCs)
*Vertical PLC Curriculum alignment (ERF)
*Classroom Observations through multi-layered walkthroughs: District level formal walkthroughs with the administrator team, Superintendent and Assistant Superintendent walkthroughs informal and formal, Administrator walkthroughs informal and formal, Board Member informal walkthroughs

Team Evidence:
-Professional learning plans
-Guided planning documentation
-Modeling/coaching documentation
-Common planning notes
-Walkthroughs
-PLC minutes
-Instructional process description
-Lesson plans
-Staff surveys
-Achievement data

Team Supporting Rationale:
District and school leaders monitored instructional practices through supervision and evaluation procedures to ensure that they were 1) aligned with district values and beliefs about teaching and learning, 2) taught the approved curriculum, 3) engaged with all students in the oversight of their learning and 4) used content specific standards of professional practice. Interview and observation data revealed that not all teachers were fully implementing the process through deliberate instructional strategies. Exemplars were infrequently provided to guide and inform students. Teachers revealed that minimal follow-up occurred related to student formative assessments, feedback and interventions. Interview data suggested the district had an intentional focus on instructional practice. The superintendent presentation

indicated a districtwide walkthrough process had been implemented. Discussions with principals and teachers, however, suggested that follow-up and monitoring of next steps were mostly informal.

Instructional practices were not fully implemented, monitored and evaluated to ensure that students were clearly informed of learning expectations and standards of performance. Teachers did not implement the districtwide instructional process with consistency and fidelity. Teachers were not always held accountable for deliberate planning and use of instructional strategies that required student collaboration, self-reflection and development of critical thinking skills. After careful consideration of the evidence referenced above, the Team considered this Improvement Priority partially addressed.

Improvement Priority 11

Indicator 3.6	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Teachers implement the system's instructional process in support of student learning.	1	3.00	2.00

3.6 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop, implement and monitor a district instructional process that 1) clearly informs students of learning expectations and standards of performance, 2) provides students exemplars of high quality work, 3) uses data from multiple measures, including formative assessments, to inform and modify instruction, 4) and provides students with specific and timely feedback about their learning. Document the collaborative development, implementation and monitoring of the school instructional process.	3.00	2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Lesson plans
-Walkthrough documentation

-PLC minutes
-Guided planning notes
-Proficiency rubrics

School Supporting Rationale:
As a part of the reflection and revision process, Caverna faculty teams worked to establish a systematic instructional process that would be utilized across the district and monitored in lesson plans, walkthroughs, PLCs, and guided planning:
1) Plan for the rigor of the standard;
2) Communicate learning targets (I can…);
3) Communicate standards of performance (modeling, success criteria, rubrics, exemplars);
4) Establish critical vocabulary;
5) Facilitate instructional strategies;
6) Assess for learning;
7) Provide feedback; and
8) Modify instruction (Tier 1 intervention/ enrichment).

Team Evidence:
-Classroom observations
-Stakeholder interviews
-PLC minutes
-Guided planning documents
-Stakeholder survey data
-Caverna Instructional Process document

Team Supporting Rationale:
The district has developed a systemic instructional process for all three schools. The process was documented. Some components of the instructional process were posted in a few classrooms and teachers included some elements of the process in their lesson plans. It was evident that most teachers used an instructional process; however, the process was not consistent to district expectations. For example, observations indicated that exemplars were seldom used by teachers.

Interview data indicated the use of formative assessments; however, the Team found results were not always used to develop interventions or enrichment based upon individual student need. Interview data also indicated that teachers planned around standards and developed standards-based formative assessments.

The Team recognized that the district had invested time, energy and training in developing and deploying an instructional planning process that had reached most classrooms. Because the process was in its beginning stages, not fully implemented in all schools, and based on the evidence reviewed above, the Team rated this Improvement Priority as partially addressed.

Improvement Priority 12

Indicator 3.7	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1	3.00	2.75

3.7 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop a formal, collaborative process to establish mentoring, coaching and induction programs to support instructional improvement consistent with the district's values and beliefs about teaching and learning. Ensure that this program is well documented and monitored for effectiveness.	3.00	2.75
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -PLC minutes (data team and vertical) -New teacher cohort agendas, minutes, and pictures of charts
School Supporting Rationale: Caverna Independent Schools has also established mentoring, coaching, and induction programs that support instructional improvement. All system personnel are engaged in professional learning communities (PLCs) horizontally and vertically. PLC teams are formed by grade level and/or content areas. School level PLC teams meet on a regular schedule each week for a formal data team process. PLC teams serve as a collaborative support system for deconstructing standards, developing targets, jurying assessments, reviewing data, and making informed instructional decisions. PLCs also serve as a support system for jurying student growth goals. Due to the adjustment of school schedules, teams are also able to meet informally for common planning. Our school principal professional learning community and our district leadership team meet on a regular basis to streamline processes across the district and support each other in ensuring instructional improvement efforts are consistent with the system's values and beliefs. Our teachers also participate in guided planning for coaching support and we have some job-embedded professional learning with coaching support. We have developed a new teacher induction program for all teachers (interns and experienced) that are new to Caverna. Each teacher in the new teacher induction program is assigned a mentor that is

established in Caverna's processes and procedures. The program meets once each month and follows an agenda that is set at the beginning of the year with flexibility for adjustments based on the needs of the new teachers.

Team Evidence:
-New teacher cohort agendas (book study with <u>The New Teacher's Survival Guide)</u>
-District Leadership Team meeting agendas
-Staff survey data
-Principal and teacher interviews

Team Supporting Rationale:
The Team recognized the significant work of the district in developing a formal, collaborative process for mentoring, coaching and induction programs. Interview data showed these processes created a needed support system for new (or new to the district) teachers and administrators. Survey data indicated that 88 percent of staff members agreed/strongly agreed with the statement, "In our school, a formal process is in place to support new staff members in their professional practice." The New Teacher Cohort supported beginning teachers with skills and information needed to become successful. Interview data revealed this process helped to establish and communicate district and school expectations. The district induction program required all new teachers to attend monthly meetings and follow a set agenda that was established at the beginning of the year with flexibility embedded for adjustments based on the needs of the new teachers. Based on this evidence and an analysis of interview survey data and a review of documents, the Team considered this Improvement Priority addressed satisfactorily.

Improvement Priority 13

Indicator 3.8	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	1	3.00	2.00

3.8 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Using a collaborative process, design and implement an intentional plan to meaningfully engage parents in their children's education and keep them informed of progress. Ensure that the school reflects on the success of this plan and regularly evaluates its effectiveness in enhancing parent engagement and communications.	3.00	2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -Mid-terms and report cards -RTI letters -Modes of communication -Superintendent leadership team minutes -Social media -Volunteer program evidence -Advisory period documentation -Student agency cohorts
School Supporting Rationale: Our district and all of its schools engage families in meaningful ways and has established structures that ensure each student is well known by at least one adult advocate in the student's school. Our evidences document volunteer programs, family events, varied communication modes, calendars, and student leadership and agency groups to involve families in students in the education progress and experience.

Team Evidence:

| -Parent Involvement Plan |
| -Policies and procedures |
| -Report cards and mid-term reports |
| -Volunteer programs |
| -Staff interviews |
| -Student interviews |
| -Parent interviews |
| -Survey data |

| Team Supporting Rationale: |
| The district had developed and enacted deliberate strategies to involve parents. They had established volunteer programs as a means of encouraging parents to become involved. Parents reported that the district welcomed their input and maintained regular communication. Based on the evidence reviewed, the Team rated this Improvement Priority as addressed satisfactorily. |

Improvement Priority 14

Indicator 3.10	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1	3.00	2.00

3.10 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Design and implement a collaborative process to examine and revise grading and reporting policies and practices. Ensure that the revised policies require that grades are based on clearly defined criteria that represent the attainment of content knowledge and skills, and that grading is consistent across grade levels and courses.	3.00	2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

| School Evidence: |
| -Board policies on the webpage |

-SBDM policies on the webpage
-School handbooks
-Standards-based report cards

School Supporting Rationale:
Caverna Independent Schools maintains a grading policy which is located on the district webpage. This policy states teachers shall maintain detailed, systematic records of the achievement of each student and shall report every nine (9) weeks to the parent or guardian on the progress of their child. Each primary teacher shall provide parents with a comprehensive report that is based on samples of their child's work and that includes a descriptive, narrative evaluation of all aspects of the child's progress. Each school maintains a grading policy in their SBDM bylaws and is communicated in the student handbooks.

Team Evidence:
-Board policies
-SBDM Policies
-School handbooks
-Report cards
-Principal and staff interviews
-Student interviews
-Parent interviews
-eleot® data
-Survey data

Team Supporting Rationale:
Review of documents and evidence suggested that the district implemented a process to examine and revise grading and reporting policies and practices. The revised policies indicated that grading and reporting practices were moving toward clearly defined criteria that represented the attainment of content knowledge and skills. The district policy stated that teachers shall maintain detailed, systematic records of the achievement of each student and shall report every nine (9) weeks to the parent or guardian on the progress of their child. However, grading and reporting was not implemented consistently across all schools and grade levels.

The High School Handbook required teachers to calculate summative assessments using 70 percent from student grades and 30 percent from formative assessments. This procedure was different at the middle school and elementary school. For example, each primary teacher was required to provide parents with a comprehensive report that was based on samples of their child's work that included a descriptive, narrative evaluation of all aspects of the child's progress.

Middle school and High School Staff survey data indicated that only 63 percent of teachers agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their leaning expectations and standards of performance." Interview data revealed a need to establish procedures consistent with standards based grading when evaluating

student progress. Interview data suggested that grading across most classrooms was not consistent and that the mid-term reporting every three weeks was a welcomed change. The Team found in some courses grades were not entered into Infinite Campus in a timely manner. Based on evidence analysis of interviews, surveys and documents above the Team considered this Improvement Priority partially addressed.

Improvement Priority 15

Indicator 4.4	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1	2.00	2.00

4.4 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop a long-range (3-5 year) Strategic Resource Management Plan. Consider seeking guidance and support from the Kentucky Department of Education and/or Kentucky School Boards Association. Ensure that the plan and planning process are regularly reviewed and evaluated by the board of education and district leadership.	2.00	2.00
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Strategic academic plan
-Facilities plan
-Finance documents

District Supporting Rationale:
Caverna Independent Schools develops strategic long-range plans in the areas of facilities, academics, and finance. We participated in a strategic academic planning process with the Kentucky Association of School Administrators. This process included aligning district aspirations with the district purpose statements, setting long-term goals, and establishing strategies to achieve the goals. The current facilities plan is being evaluated for effectiveness

and successful implementation and is being revised by the local planning committee.

Team Evidence:
-Three-Year Strategic Plan
-Facilities Plan
-Finance documents
-Academic Retreat Summary
-Communication Plan
-Budget Committee and minutes
-District Local Planning Committee minutes
-CIS Technology Plan
-30/60/90-day Plan
-Comprehensive Improvement Plan
-Interviews

Team Supporting Rationale:
The district had initiated a process of strategic long-range planning and developed policies related to strategic resource management. However, the district identified this area as an improvement opportunity noting that "We are in the process of strategic long-range planning for resource management in the areas of facilities, academics, and culture and are aligning fiscal resource management with our strategic long-range planning."

Moreover, the Team noted that the strategic plans were not implemented with fidelity and district office had not fully built-in measures to monitor and evaluate the effectiveness of all plans. The district needs more time to fully develop a systematic, long-range process in the areas of budget, facilities, academics and other strategic system components. District leaders revealed that they have "big needs," thus finance, academic and facilities committees were formed to address and prioritize the varying needs of the district. Based on the evidence, the Team has determined that Improvement Priority 15 has been partially addressed.

Improvement Priority 16

Indicator 5.2/5.3	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	1	3.00	2.00
Throughout the system professional and support staff are trained in the interpretation and use of data.	1	3.00	2.25

5.2/5.3 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Collaboratively develop and implement a systematic process for collecting, analyzing and applying learning from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning. Ensure that all professional and support staff members are regularly and systematically trained and assessed in a rigorous professional development program related to the evaluation, interpretation and use of data.	3.00	2.00
	3.00	2.25
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
-Professional Learning Plan
-Professional Learning Minutes
-Pictures of staff work from data retreats and vertical PLCs
-Agendas and minutes from data retreats, vertical PLCs, data PLCs, and program review teams
-Guided planning notes
-School improvement plan
-CDIP/CSIPS

School Supporting Rationale:

We have developed a multi-layered system of data analysis through multiple systems to strategically evaluate and change programs, curriculum, instruction, and organizational conditions. We have established a culture where there are multiple opportunities for school level personnel (guided by district personnel) to use data from multiple assessments of student learning and an examination of professional practice to systematically adjust and monitor curriculum, instruction and assessment throughout the organization. District and school data retreats and professional learning communities use these multiple data sources throughout the system for achievement data, perception data, and non-achievement data to evaluate systems and programs. Professional learning opportunities are facilitated in the evaluation, interpretation, and use of data through professional development and job-embedded professional learning including PLCs, coaching/mentoring, lab lessons, and guided planning.

Team Evidence:
-Interviews
-Survey data
-Professional Learning Communities (PLC) minutes
-Early release Fridays
-Proficiency rubrics
-Data retreat
-STAR Reading program
-Observed data walls
-Walk-through data

Team Supporting Rationale: Great strides had been made in the past two years toward improving data usage, including the use of data walls at the elementary school, districtwide Early Release Fridays (which allows for the PLC process to take place), walkthrough data, proficiency rubrics and data retreats. Additionally, schools were using the STAR Reading program as a progress monitoring tool. Teacher survey data further supported that data were being collected and analyzed. Although processes and procedures had been developed using multiple data points, they were not being consistently used vertically within the system.

Indicator 3.2 was combined with Indicators 5.1 and 5.2 to develop an Improvement Priority to address continued work with using data to positively impact student learning. The district will need to evaluate the effectiveness of their programs and the conditions that support learning. Additionally, there needs to be a documented process to ensure that the processes and procedures are implemented with consistency and fidelity across the system. Based on the evidence, the Team has determined that Improvement Priority 4.4 has been partially addressed.

Improvement Priority 17

Indicator 5.5	2013-14 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	1	3.00	1.88

5.5 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Establish a system to monitor and communicate comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Utilize multiple communication methods, i.e., print, electronic, websites, public presentations, etc., to ensure all stakeholder groups are informed regarding district and school performance.	3.00	1.88
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence: -Pictures of staff work from data retreats and vertical PLCs   -Agendas and minutes from data retreats, vertical PLCs, data PLCs, and program review teams   -Guided planning notes   -Lesson plans   -Report cards   -Press releases   -Social media   -School improvement plan   -CDIP/CSIPS   -Board meeting minutes   -Board member walkthroughs   -Public Relations Plan
School Supporting Rationale: We have worked diligently to develop a multi-layered system of data analysis through multiple student assessment systems to strategically evaluate and change programs, curriculum,

instruction, and organizational conditions. We have also implemented comprehensive system of interventions at our schools to meet the specific needs of our students. We have established a culture where there are multiple opportunities for school level personnel (guided by district personnel) to use data from multiple assessments of student learning and an examination of professional practice to systematically adjust and monitor curriculum, instruction and assessment throughout the organization.

The staff of each school at Caverna identified the following multiple systems they have put into place to create this data-driven culture:

-School-level data retreats to analyze school data (Universal Screening data, Diagnostics assessments, State level assessment data, CCR

data, school behavior data, graduation rate, etc…) to measure growth over time and examine professional practices and create strategies for

the Comprehensive School Improvement Plan to reflect on placement of students in intervention groups from a school-wide perspective;

-Vertical Professional Learning Communities to analyze school data (Universal Screening data, Diagnostics assessments, State level data,

CCR data, etc…) and curriculum resources, maps, and pacing guides to adjust and monitor curriculum, instruction, and assessment vertically

across grades and schools;

-Program Review Teams to monitor the quality of teaching/learning, equitable access, and integration of program skills across contents;

-Data Professional Learning Communities for each grade or content area to analyze classroom data (formative assessment data, pre/post unit assessments, writing samples, benchmark assessments, common assessments, etc…) to make instructional decisions around differentiation of instructional strategies and curriculum in core instruction and placement of students in Tier 2/3;

-Guided Planning to analyze classroom formative assessment data and examine instructional practices and ensure alignment to standards

weekly or bi-weekly utilizing the guided planning protocol; and

-Daily Formative Assessments for analysis of day-to-day classroom assessment data to make instructional and curricular decisions around differentiation, mastery of targets, standards of performance, re-teaching, Tier 1 core intervention strategies, and grouping of students.

Caverna Independent Schools also uses multiple delivery methods to communicate to stakeholders. We have developed a public relations plan that will continue to strategically strengthen communication. School improvement goals are shared during district leadership meetings and public board meetings. Monitoring of goals and student data is shared at staff meetings, district leadership meetings, board meetings, and via press releases.

Team Evidence:
-Interviews
-Survey participation rates
-Rotary Club minutes
-Press releases
-STAR Reading program
-Walk-through data

Team Supporting Rationale:
The district was beginning to monitor comprehensive information about student learning, district and school effectiveness. This was primarily evidenced through the STAR Reading program and walkthrough observation data. Some district data had been shared periodically with the media. Interview data revealed that parents were contacted when problems emerged, occasionally for positive contacts and for report card distribution. Additionally, the schools and district reached out to parents through social media and One Call with wide-ranging results. Several groups mentioned the difficulty of getting parents to attend school events. Interview data showed schools have tried multiple methods, including providing refreshments. An example of low parent involvement was the parent survey completion rate, especially for the older students. There were indications that individual teachers had contacted parents about student learning, but there was no indication of a systemic method of contact. Because this remained an area that had not been completely addressed, the Team rated it as partially addressed; however, the Team did not think that this needed to remain as an Improvement Priority.

Diagnostic Review Schedule
Caverna Independent Schools
1102 N Dixie Hwy, Cave City, KY 42127

Sunday – February 26, 2017

Time	Event	Where	Who
3:00 p.m.	Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Superintendent Overview	Hilton Garden Inn - Bowling Green, KY	Diagnostic Review Team Members
5:30 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday – February 27, 2017

Time	Event	Where	Who
7:45 a.m.	Team arrives at central office	School office	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Stakeholder Interviews/Classroom Observations	District	Diagnostic Review Team Members
2:30 p.m. – 3:30 p.m.	Superintendent's Interview	District	Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own		
6:00 p.m. – 10:00 p.m.	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

Tuesday – February 28, 2017

Time	Event	Where	Who
8:00 a.m.	Team arrives at central office or schools	School/District	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations	School/District	Diagnostic Review Team Members
11:45 a.m.- 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	District	Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team returns to hotel (after dismissal) and has dinner on own		
6:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Revised 06.28.16

Wednesday – March 1, 2017

Time	Event	Where	Who
8:30 a.m. – 11:30 a.m.	Final Team Work Session	District	Diagnostic Review Team Members

Wednesday – March 1, 2017

Time	Event	Where	Who
8:30 a.m. – 11:30 a.m.	Final Team Work Session	District	Diagnostic Review Team Members

Revised 06.28.16

Stakeholder Feedback Plus/Delta
Caverna Independent Schools

NOTE: The district submitted separate surveys for its three schools (elementary, middle and high) in lieu of a combined district survey.

The Survey Plus/Delta is the Team's brief analysis all stakeholder survey data which is intended to highlight areas of strength (+) that were identified through the survey process as well as leverage points for improvement (Δ). Only the most pertinent items supporting the findings of the Diagnostic Review are listed. This is not an exhaustive listing of items from all stakeholder feedback surveys.

Teaching and Learning Impact
(Standards 3 and 5)

+ Plus: (minimum of 90 percent agreed/strongly agreed)
1. 92 percent of high school staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
2. 100 percent of high school staff members agreed/strongly agreed with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

Δ Delta: (less than 70 percent agreed/strongly agreed)
1. 51 percent of middle school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 40 percent of high school students agreed/strongly agreed with the statement, "In my school, teachers work together to improve student learning."

Leadership Capacity
(Standards 1 and 2)

+ Plus: (minimum of 90 percent agreed/strongly agreed)
1. 100 percent of elementary school staff members agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth."
2. 100 percent of middle school staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."

Δ Delta: (less than 70 percent agreed/strongly agreed)
1. 29 percent of middle school parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 67 percent of high school staff members agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

3. Resource Utilization

(Standard 4)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 100 percent of middle school staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
2. 91 percent of elementary staff members agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 48 percent of middle school students agreed/strongly agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
2. 57 percent of elementary staff members agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."