Report of the Diagnostic Review Team for Fleming County Schools

211 W Water St
Flemingsburg
KY 41041-1022
US

Dr. Brian Creasman
Superintendent

Date: March 12, 2017 - March 15, 2017

Table of Contents

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

The six-member Diagnostic Review Team composed of two out-of-state and four in-state professional educators reviewed evidence from Sunday evening through Wednesday afternoon, March 12-15, 2017. Prior to arrival in the district, the Team conversed electronically to begin a preliminary examination of the district's Self-Assessment as well as review documents and evidence, determine Team Member assignments and discuss the management of logistics for the onsite review. A virtual Team meeting was held on Friday, March 10, 2017 to ensure Team Members were prepared for their tasks and responsibilities. In addition, the Lead Evaluator communicated and collaborated with district officials on numerous occasions prior to the visit to

ensure a positive, productive onsite review.

Team Members arrived in Flemingsburg, Kentucky on March 12, 2017 for their first Team work session to discuss the preliminary review of data and information, consider points of inquiry, review Team Member individual schedules and prepare for interviews to be held the following day. During on- and off-site review sessions, the AdvancED Diagnostic Review Team examined artifacts and evidence provided by Fleming County Schools. During the onsite portion of the review, the Team examined additional artifacts, collected and analyzed data from interviews and conducted observations using the eleot™ observation tool. In addition, the Team met on the evenings of March 13 and March 14, 2017 to review interview and classroom observation data, discuss additional evidence, rate each of the indicators and identify Powerful Practices and Improvement Priorities. Evidence reviewed by the Diagnostic Review Team revealed the systemic determination, cooperation, leadership and hard work by district administrators, teachers and staff to prepare for the Diagnostic Review process.

The Diagnostic Review Team was pleased to interview 43 stakeholders to gain further insights regarding the district's adherence to the AdvancED Standards and Indicators, continuous improvement efforts and quality assurance processes. Interviews with stakeholders included five Board members, 10 administrators/directors, two instructional staff members, two support staff members and 24 parents and community members. In addition, the Diagnostic Review Team was given the opportunity to visit all six of the district's schools.

In preparation for the review, the district and its respective schools engaged their stakeholders in an in-depth evaluation of each of the AdvancED Standards for Quality Schools. They collaboratively completed the Self-Assessment and Executive Summary documents, as well as gathered evidence and artifacts supportive of their work as a school community. The district was well prepared and organized for the review and transparent in its self-appraisal as powerful practices, challenges and opportunities for improvement were noted. Fleming County Schools viewed the Diagnostic Review process as a mechanism to validate and recognize current strengths, improvement efforts and initiatives, as well as to gain valuable feedback and direction regarding the district's continuous improvement efforts.

The Diagnostic Review Team appreciated the friendly hospitality and the professional attitude demonstrated by all stakeholders. The Team acknowledges and applauds the district for working to improve the quality of educational programs and extends encouragement and support for the district's continuing improvement processes. Moreover, the Diagnostic Review Team recognizes the dedication, commitment and efforts of the leadership, teachers and staff of Fleming County 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
Board Members	5
Administrators	10
Instructional Staff	2
Support Staff	2
Parents/Community/Business Leaders	24
Total	**43**

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.	2.33
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.	2.83
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.67
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.67
3.6	Teachers implement the system's instructional process in support of student learning.	2.17
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.50
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.	3.00
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.	3.00

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.	3.00
3.11	All staff members participate in a continuous program of professional learning.	2.33
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.00

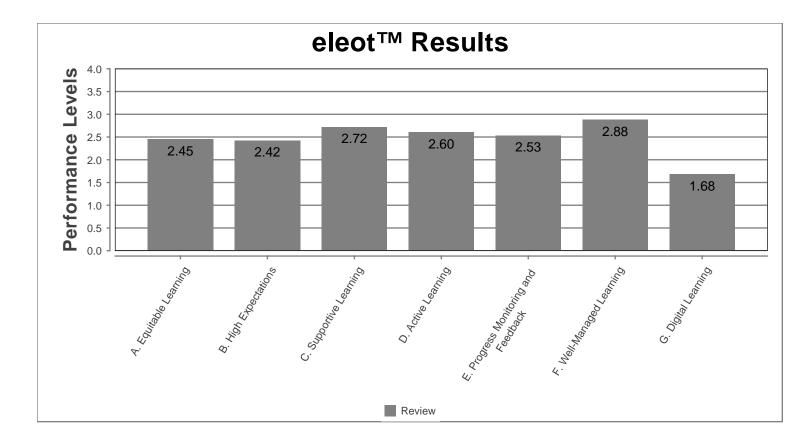## Standard 5 - Using Results for Continuous Improvement

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.	2.33
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.	2.83
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00
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.	3.00

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

Performance Levels

Environment	Score
A. Equitable Learning	2.45
B. High Expectations	2.42
C. Supportive Learning	2.72
D. Active Learning	2.60
E. Progress Monitoring and Feedback	2.53
F. Well-Managed Learning	2.88
G. Digital Learning	1.68

Review

The Diagnostic Review Team was given the opportunity to visit all six schools that comprise Fleming County Schools as part of the review process. The Team conducted 56 classroom observations, which provided ample opportunities for instructional practices and learning environments to be observed across the district. The Well-Managed Learning Environment earned the highest overall, average rating of 2.9 on a four-point scale. The second highest overall, average was earned in the Support Learning Environment, which was rated 2.7 on a four-point scale. The Active Learning Environment had an overall, average rating of 2.6 on a four-point scale.

The Equitable Learning Environment and the Progress Monitoring and Feedback Learning Environments both earned overall, average ratings of 2.5 on a four-point scale. The lowest overall, average rating was earned in the Digital Learning Environment with a rating of 1.7 on a four-point scale.

Although the Team observed few instances of students using technology across the district, the Team found some students used technology effectively. Interview data supported the need to ensure students have access to a wealth of current technology hardware and software that supports a high level of use to enhance or engage student learning.

The overall, average ratings for all of the Fleming County Schools' Learning Environments were below the AdvancED Network Averages.

The Equitable Learning Environment received an overall rating of 2.5 on a four-point scale. Instances of students who had "equal access to classroom activities, resources, technology and support" (A2) were evident/very evident in 75 percent of the classrooms. In 79 percent of the classrooms, it was evident/very evident that students knew that "rules and consequences are fair, clear and consistently applied" (A3), which also received a rating of 2.9. Of concern to the Team was the lack of student access to "differentiated learning opportunities and activities that meet his/her needs" (A1), which received a rating of 2.2 and was evident/very evident in 39 percent of the classrooms. In addition, students who had "opportunities to learn about their own and other's backgrounds/cultures/differences" (A4) were evident/very evident in 32 percent of the observed classrooms across the district.

The High Expectations Learning Environment received an overall rating of 2.4 on a four-point scale. In 65 percent of observed classrooms, it was evident/very evident that students knew and strived to "meet the high expectations established by the teacher" (B1). During classroom observations, "activities and learning" that were "challenging but attainable" (B2) were evident/very evident in 51 percent of classrooms observed and received a rating of 2.5 on a four-point scale. The Team found that "questions that require higher order thinking" (B5) were evident/very evident in 43 percent of classrooms observed. Instances of students who were "engaged in rigorous coursework, discussions, and/or tasks" (B4) were evident/very evident in 41 percent of classrooms. Of concern to the Team was the lack of evidence to suggest students were "provided exemplars of high quality work" (B3). Observers, for example, found it evident/very evident in 27 percent of classrooms observed that students were provided exemplars.

The Supportive Learning Environment received an overall rating of 2.7 on a four-point scale. Students who demonstrated or expressed that "learning experiences" were "positive" (C1) were evident/very evident in 80 percent of the classrooms, making it one of the highest rated items within this Learning Environment. It was evident/very evident in 77 percent of the classrooms that students demonstrated "positive attitudes about the classroom and learning" (C2). Students who took "risks in learning" (C3) were evident/very evident in 71 percent of observed classrooms. Instances of students being "provided support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 72 percent of classroom observed. While support and assistance were evident in many of classrooms, "additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) were evident/very evident in 38 percent of

classrooms and received the lowest rating of all items in this Learning Environment. Of concern to the Team was the lack of re-teaching and progress monitoring with individual students.

The Active Learning Environment received an overall rating of 2.6 on a four-point scale. It was evident/very evident in 70 percent of classrooms that students had "several opportunities to engage in discussions with teacher and other students" (D1), making it the most observed item in the Active Learning Environment and earning a rating of 2.8 on a four-point scale. Moreover, students "actively engaged in the learning activities" (D3) were evident/very evident in 61 percent of classrooms observed. Students who had the opportunity to "make connections from content to real-life experiences" (D2) were observed less frequently, with this item being evident/very evident in 37 percent of classrooms observed.

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.5 on a four-point scale. Many of the items in this Learning Environment were closely associated with the need to provide individualized feedback and progress monitoring. Students "asked and/or quizzed about individual progress/learning" (E1) and/or "responding to teacher feedback to improve understanding" (E2) were evident/very evident in 59 percent and 55 percent of classrooms observed, respectively. Furthermore, students who demonstrated or verbalized "understanding of the lesson/content" (E3) were evident/very evident in 66 percent of classrooms observed, making this item the highest rated in the Progress Monitoring and Feedback Learning Environment at 2.8 on a four-point scale. Of concern to the Team was that in 39 percent of the classrooms, it was evident/very evident that students understood "how her/his work is assessed" (E4), suggesting that almost 60 percent of students did not demonstrate understanding of how his/her work would be evaluated. Moreover, students were given few "opportunities to revise/improve work based on feedback: (E5), which was evident/very evident in 46 percent of classrooms observed.

The Well-Managed Learning Environment received an overall rating of 2.9 on a four-point scale and represented the highest rated of the seven Learning Environments. The Team found it evident/very evident in 86 percent of classrooms observed that students spoke and interacted "respectfully with teacher(s) and peers" (F1). In addition, instances of students who followed "classroom rules and work well with others" (F2) were evident/very evident in 84 percent of classrooms observed. Students who knew "classroom routines, behavioral expectations and consequences" (F5) were evident/very evident in 75 percent of classrooms observed and received a rating of 2.9 on a four-point scale. Furthermore, students who transitioned "smoothly and efficiently to activities" (F3) were evident/very evident in 57 percent of the classrooms. Classroom observation data suggested a potential area of growth regarding providing students with additional opportunities to "collaborate with other students during student-centered activities" (F4) as this strategy was evident/very evident in 57 percent of classrooms observed.

The Digital Learning Environment received an overall rating of 1.7 on a four-point scale, which was the lowest overall rating of all Learning Environments. It was evident/very evident in 27 percent of the classrooms that students used technology to "gather, evaluate, and/or use information for learning" (G1) and to "communicate and work collaboratively for learning" (G3). In addition, students who used "digital tools to conduct research, solve problems and/or create original works for learning" (G2) were evident/very evident in 20 percent of classrooms observed.

eleot™ Data Summary

A. Equitable Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.20	Has differentiated learning opportunities and activities that meet her/his needs	5.36%	33.93%	35.71%	25.00%
2.	2.86	Has equal access to classroom discussions, activities, resources, technology, and support	10.71%	64.29%	25.00%	0.00%
3.	2.86	Knows that rules and consequences are fair, clear, and consistently applied	8.93%	69.64%	19.64%	1.79%
4.	1.89	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	1.79%	28.57%	26.79%	42.86%
Overall rating on a 4 point scale: 2.45						

B. High Expectations			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.73	Knows and strives to meet the high expectations established by the teacher	10.71%	53.57%	33.93%	1.79%
2.	2.52	Is tasked with activities and learning that are challenging but attainable	5.36%	46.43%	42.86%	5.36%
3.	2.00	Is provided exemplars of high quality work	0.00%	26.79%	46.43%	26.79%
4.	2.38	Is engaged in rigorous coursework, discussions, and/or tasks	1.79%	39.29%	53.57%	5.36%
5.	2.46	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	5.36%	37.50%	55.36%	1.79%
Overall rating on a 4 point scale: 2.42						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.95	Demonstrates or expresses that learning experiences are positive	14.29%	66.07%	19.64%	0.00%
2.	2.95	Demonstrates positive attitude about the classroom and learning	17.86%	58.93%	23.21%	0.00%
3.	2.71	Takes risks in learning (without fear of negative feedback)	7.14%	64.29%	21.43%	7.14%
4.	2.80	Is provided support and assistance to understand content and accomplish tasks	10.71%	60.71%	26.79%	1.79%
5.	2.21	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	3.57%	32.14%	46.43%	17.86%

Overall rating on a 4 point scale: 2.72

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.84	Has several opportunities to engage in discussions with teacher and other students	16.07%	53.57%	28.57%	1.79%
2.	2.27	Makes connections from content to real-life experiences	5.36%	32.14%	46.43%	16.07%
3.	2.68	Is actively engaged in the learning activities	7.14%	53.57%	39.29%	0.00%

Overall rating on a 4 point scale: 2.60

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.62	Is asked and/or quizzed about individual progress/learning	7.14%	51.79%	37.50%	3.57%
2.	2.61	Responds to teacher feedback to improve understanding	8.93%	46.43%	41.07%	3.57%
3.	2.77	Demonstrates or verbalizes understanding of the lesson/content	10.71%	55.36%	33.93%	0.00%
4.	2.32	Understands how her/his work is assessed	8.93%	30.36%	44.64%	16.07%
5.	2.32	Has opportunities to revise/improve work based on feedback	5.36%	41.07%	33.93%	19.64%
Overall rating on a 4 point scale: 2.53						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.20	Speaks and interacts respectfully with teacher(s) and peers	33.93%	51.79%	14.29%	0.00%
2.	3.07	Follows classroom rules and works well with others	23.21%	60.71%	16.07%	0.00%
3.	2.61	Transitions smoothly and efficiently to activities	8.93%	48.21%	37.50%	5.36%
4.	2.55	Collaborates with other students during student-centered activities	14.29%	42.86%	26.79%	16.07%
5.	2.95	Knows classroom routines, behavioral expectations and consequences	21.43%	53.57%	23.21%	1.79%
Overall rating on a 4 point scale: 2.88						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.77	Uses digital tools/technology to gather, evaluate, and/or use information for learning	7.14%	19.64%	16.07%	57.14%
2.	1.52	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	7.14%	12.50%	5.36%	75.00%
3.	1.75	Uses digital tools/technology to communicate and work collaboratively for learning	7.14%	19.64%	14.29%	58.93%
Overall rating on a 4 point scale: 1.68						

Findings

Improvement Priority

Develop and implement a program evaluation process for internal stakeholders to monitor program effectiveness, district-wide initiatives and student learning. Ensure the process includes, but is not limited to, monitoring implementation fidelity and clearly documenting and analyzing the results of existing systems. Use this process to identify gaps, prioritize and connect all systems across the district.
(Indicator 5.4)

Primary Indicator
Indicator 5.4

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested the district had not formally established a mechanism by which programs were uniformly monitored and evaluated to determine the impact on student success or determine verifiable improvement in student learning. Although Fleming County High School met its 2014-2015 AMO goal, students at the high school performed below the state average in every content area for two consecutive years on the K-PREP End-of-Course Assessments. Moreover, the high school performed below the state average in percentage of students meeting ACT benchmark scores in English, math and reading for the 2014-2015 and 2015-2016 school years. Overall, none of the proficiency targets for all students at the high school were met during the 2015-2016 school year. Student data for the middle school indicated AMO was not met in 2015-2016 and the Learners total score fell from 67.8 to 65.8. Although there were upward trends in student performance at the middle school in multiple content areas and grade levels on the K-PREP End-of-Course Assessments, the percentage of Proficient/Distinguished students

in seventh grade reading dropped from 60.3 to 55.7 in 2015-2016. The combined elementary student performance data revealed that proficiency delivery targets in combined reading/math, reading, social studies and writing were not met. Moreover, the combined schools did not meet Gap delivery targets in any area.

Although in 2015-2016 Fleming County High School performed proficient in all program review areas, the middle school and combined elementary school scores revealed opportunities for improvement in a specific area. The middle school received a proficient classification in the Arts and Humanities category, as well as the Practical Living and Writing areas; however, the school only received 6.5 of the 12 points possible for the World Language and Global Competency, which resulted in a "needs improvement" for that area. Similar results were achieved by the combined elementary schools with the district scoring proficient in all areas of program reviews other than World Language and Global Competency as the elementary level.

Stakeholder Survey Data:

Survey data revealed that while 90 percent of staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level," and 91 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to student achievement," stakeholder interview data did not confirm that data are systematically collected and used to inform decision-making related to curriculum, instruction, resource allocation or organizational effectiveness. Moreover, student performance data did not substantiate student readiness and success as students transitioned through the system.

Stakeholder Interview Data:

Stakeholder survey data revealed the lack of a formalized process for collecting and analyzing programmatic data across the district to inform decision-making related to curriculum, instruction, resource allocation or organizational effectiveness. Although multiple pieces of data were collected and analyzed, interview data indicated the lack of a formally documented process for the systematic collection, analysis and establishment of next steps district-wide.

Documents and Artifacts:

A review of documents and artifacts revealed little evidence of a systematic data collection and analysis process to inform programmatic decision-making regarding curriculum, instruction and assessment decisions for continued school improvement. Although the school included data sources as evidence, the Team found no analysis or triangulation of data that provided a picture of programmatic effectiveness.

Improvement Priority

Engage all staff members in a collaborative process to develop, implement, monitor and document a district-wide instructional process. Use research-based instructional practices that 1) are responsive to individual student needs and encourage students to demonstrate ownership for their learning, 2) engage students in rigorous and challenging learning experiences, 3) clearly inform students of learning expectations and

standards of performance and 4) provide students exemplars of high quality work and specific and timely feedback about their learning. Hold teachers accountable for the deliberate planning and use of instructional strategies that require student collaboration, self-reflection and critical thinking skills, as well as provide differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement.
(Indicator 3.3, Indicator 3.6)

Primary Indicator
Indicator 3.3

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested instructional processes had not been developed, monitored and evaluated to support student learning and improve student success at all levels across the district. Although Fleming County High School met its 2014-2015 Annual Measurable Objective (AMO) goal, students at the high school performed below the state average in every content area for two consecutive years on the Kentucky Performance Rating for Educational Progress (K-PREP) End-of-Course Assessments. Overall, none of the proficiency targets for the high school were met during the 2015-2016 school year. Student data for the middle school indicated AMO was not met in 2015-2016, and the Learners total score fell from 67.8 to 65.8. Furthermore, the combined elementary student performance data revealed proficiency delivery targets in combined reading/math, reading, social studies and writing were not met. Moreover, the combined schools did not meet Gap delivery targets in any area.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested the district has not systematically implemented an instructional process and/or engaged students in their learning through strategies that ensure achievement of learning expectations and standards of performance. During classroom observations, "activities and learning that are challenging but attainable" (B2) were evident/very evident in 51 percent of classrooms observed and received a rating of 2.5 on a four-point scale. Of concern was the lack of evidence to suggest students were "provided exemplars of high quality work" (B3). Instances of exemplars being used were evident/very evident in 27 percent of classrooms observed. When exemplars were used in classrooms, they were not accompanied by descriptive criteria or sufficient discussion to assist student understanding of high quality work. Also, little evidence existed to indicate that students were informed about how their work would be assessed. Students "asked and/or quizzed about individual progress/learning" (E1) and/or "responding to teacher feedback to improve understanding" (E2) were evident/very evident in 59 percent and 55 percent of classrooms respectively. Of concern to the Team was the item "understands how her/his work is assessed" (E4), which was evident/very evident in 39 percent of classrooms and suggested that students were unclear as to how their learning and/or achievement was being evaluated. Moreover, students were given few "opportunities to revise/improve work based on feedback" (E5), which was evident/very evident in 46 percent of classrooms observed.

Stakeholder Survey Data:

Survey data indicated 81 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address the individual learning needs of students." Conversely, 55 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Moreover, 77 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction," suggesting limited agreement among stakeholders regarding the use of differentiation in the classroom.

Stakeholder Interview Data:

Stakeholder interview data revealed the district had implemented instructional policy to support teaching and learning across the system; however, teachers and administrators were inconsistent in defining or explaining a specific, district-wide framework or instructional process that informed students of learning expectations and standards of performance. Furthermore, interviews revealed the use of explicit instruction as a framework for instructional process had not been adopted and/or implemented systemically or systemically across the district.

Documents and Artifacts:

A review of documents and artifacts provided by the district did not reveal the existence of a defined, district-wide instructional process that clearly informed students of learning expectations and standards of performance.

Improvement Priority

Systematically and continuously use data to identify and coordinate learning support systems to address the unique learning needs, educational achievement and career planning of all students. Devote continued attention to the trends and patterns of learning and achievement by the various accountability subgroups within the system so that instructional and assessment practices, curriculum development and professional development emphasizes differentiation and personalized learning experiences for all students. (Indicator 3.12, Indicator 4.7, Indicator 4.8)

Primary Indicator
Indicator 3.12

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested the district had not been successful in providing and coordinating learning support services that addressed the unique characteristics of all learners. Although Fleming County High School met its 2014-2015 AMO goal, students at the high school

performed below the state average in every content area for two consecutive years on the K-PREP End-of-Course Assessments. Moreover, the high school performed below the state average in percentage of students meeting ACT benchmark scores in English, math and reading for the 2014-2015 and 2015-2016 school years. Overall, none of the proficiency targets for all students at the high school were met during the 2015-2016 school year. Student data for the middle school indicated AMO was not met in 2015-2016 and the Learners total score fell from 67.8 to 65.8. Although there were upward trends in student performance at the middle school in multiple content areas and grade levels on the K-PREP End-of-Course Assessments, the percentage of Proficient/Distinguished students in seventh grade reading dropped from 60.3 to 55.7 in 2015-2016. The combined elementary student performance data reflected that proficiency delivery targets in combined reading/math, reading, social studies and writing were not met. Moreover, the combined schools did not meet Gap delivery targets in any area.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated a lack of student access to "differentiated learning opportunities and activities that meet his/her needs" (A1) which received a rating of 2.2 and was evident/very evident in 39 percent of classrooms observed. Students generally took "risks in learning" (C3), which was evident/very evident in 71 percent of observed classrooms and were frequently "provided support and assistance to understand content and accomplish tasks" (C4) which was evident/very evident in 72 percent of classroom observed and received a rating of 2.8. While support and assistance was observed in many of the classrooms, "additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) was evident/very evident 38 percent of classrooms. Of concern to the Team was the lack of re-teaching and progress monitoring with individual students.

Stakeholder Survey Data:

Stakeholder survey data indicated 84 percent of staff members agreed/strongly agreed with the statement, "In our school, related learning support services are provided for all students based upon their needs" and 83 percent of staff members agreed/strongly agreed with the statement, "In our school, all staff members use student data to address the unique learning needs of all students." Parent survey data indicated 77 percent of those responding agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning by individualizing instruction." Furthermore, 55 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." While 86 percent of staff members agreed/strongly agreed with the statement, "Our school provides high quality student support services" and 83 percent of parents agreed/strongly agreed with the statement, "Our school provides excellent support services," stakeholder data suggested perceptions were not consistent across the district.

Stakeholder Interview Data:

Interview data revealed the district coordinated and implemented several initiatives to support the unique learning needs of students, including research-based interventions through the district's Response to Intervention (RTI) framework and high ability programming for students who were academically and/or

intellectually gifted. However, district and school administrators also shared the use of data by school personnel to differentiate and personalize instruction was an area in which they could improve.

Documents and Artifacts:

A review of documents and evidence (e.g., Professional Learning Community notes) provided by the district showed no evidence of identified gap conversation or implementation of high yield strategies for individualized students across all classrooms and school-based learning communities. Although the district's comprehensive improvement plan referenced and included activities specific to professional development and training that targeted novice reduction, the district's Professional Learning Plan did not specifically address instructional practices to increase gap student performance.

Powerful Practice
The district's locally-developed internal formative diagnostic review process systemically integrated clear quality control procedures for monitoring and communicating comprehensive information about student learning, systems that support student learning and the achievement of improvement goals.
(Indicator 5.5)

Primary Indicator
Indicator 5.5

Evidence and Rationale
Stakeholder interview data and information in the superintendent's overview highlighted a formative quality review process that the district used to monitor, evaluate and communicate information specific to student learning, district/school effectiveness and the attainment of system and school improvement goals. The locally-developed process embedded the AdvancED Standards of Quality and integrated clear quality assurance metrics to monitor and evaluate growth and improvement across the district. Through this process, Fleming County Schools had established a district-wide culture that supported change as evidenced by the district's unity or purpose, a collective focus on student learning, an openness to sharing, trust and respect among stakeholders as well as a supportive and knowledgeable administrative team. Moreover, data gathered from this process was communicated and shared with stakeholders through multiple delivery methods and routinely presented to the Board of Education during open public meetings.

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.	3.00
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.	3.00
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.	3.17
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.	3.00

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.	3.00
2.2	The governing body operates responsibly and functions effectively.	3.00
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.	3.33
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00
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

Powerful Practice

Leadership and staff shared a meaningful vision of excellence that was embedded in the district's culture and served as a source of pride for the community.

(Indicator 1.3)

Primary Indicator

Indicator 1.3

Evidence and Rationale

The district had developed a common vision and mission, which led to a shared message, language, and purpose. This vision was clearly focused on increasing student achievement, communicated and reinforced the system's values, and helped the district sustain a climate conducive to student learning. Fleming County Schools viewed its role as uniting with family and community to provide an equitable, high quality education that provides opportunities for each student to achieve success in a safe and caring learning environment. Interviews with staff members, administrators, community members, parents and students revealed their vision in terms of success for all students, high expectations and successful life transitions.

Powerful Practice

The governing body of the district clearly understood its role in adopting, establishing and maintaining policy for the benefit of its students, personnel and community. They were highly supportive of school leadership as well as the teaching and learning process, and operated in a fiscally responsible manner that maximized the system's financial resources while maintaining outstanding educational programs for students.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

Interview data revealed the governing body maintained a clear distinction between its roles and responsibilities and those of district and school leadership. The governing body consistently protected, supported and respected the autonomy of its leadership team to accomplish goals for achievement and instruction and to manage the day-to-day operations of the district's schools. The Board supported the existing "chain of command" protocol and clearly recognized the superintendent as the executive, administrative and leadership authority within the district. The governing body provided a leadership and governance structure that promoted a collaborative approach to decision-making, built trust throughout the system, and revealed a school community of leaders who were advocates for the district's vision and improvement initiatives. Moreover, the Board and leadership teams built public support, secured sufficient resources and acted as stewards of the district's resources. Interview data from school personnel and community stakeholders indicated a high level of trust and support of Board members, district leadership and school administrators.

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.	3.00
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.	2.83
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.83
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.33

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.	2.83
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.	2.00
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.	2.00

Findings

Powerful Practice

Fleming County Schools collaboratively exhausted every option to secure resources to meet the needs of staff and students through seeking competitive funding sources, partnerships with outside agencies and community-based programs.

(Indicator 4.2)

Primary Indicator

Indicator 4.2

Evidence and Rationale

Interview data revealed district personnel made the financial stability of the district a priority as they collaboratively worked to secure human, material and fiscal resources needed to meet the needs of students and improve the effectiveness of the system. The district currently maintained a healthy contingency fund and had increased spending on instruction to ensure students had equitable learning opportunities across the system. Strategic staffing, the implementation of the Fleet Card System, as well as the automation of systems for food service, payroll and hiring allowed the district to strategically allocate resources in support of the purpose and direction of the system and educational programs. In addition, there was ample evidence of strong community support and parental involvement across the district. Numerous community and business partnerships allowed the system to provide a variety of support and services for students. Parents and community members served on site-based councils and committees, where input from each stakeholder group was valued. Pride in the accomplishments of these groups was evident as stakeholders shared they valued and collaboratively worked to enhance and improve student learning.

Conclusion

Several themes related to student success and organizational effectiveness emerged during the Diagnostic Review Team's professional deliberations. The district's vision and mission provided a focus and direction for all stakeholders of Fleming County Schools. Furthermore, the district's vision and purpose were established and maintained through the collaborative efforts of various stakeholder groups. Stakeholders clearly communicated the vision. District priorities emphasized student achievement, continuous improvement efforts, positive school and community partnerships and fiscal responsibility as evidenced by the district's commitment to each student. Moreover, interview data revealed stakeholders shared a meaningful vision of excellence that was embedded in the culture and served as a source of pride for the community. The community's perception was that Fleming County Schools was a quality place to learn.

Interview data indicated the governing body supported district and school leadership as well as the teaching and learning process. They clearly understood their role and worked well together for the benefit of the district's students, personnel and community. Moreover, the governing body provided a leadership and governance structure that promoted a collaborative approach to decision-making, built trust throughout the system and revealed a school community of leaders who were advocates for the district's vision and improvement initiatives.

Stakeholder interview data revealed the superintendent was viewed as a visionary leader with a clear purpose for Fleming County Schools. He was highly visible in the schools, clearly dedicated to all stakeholders of the community and demonstrated a genuine care for the success of each student within the system. Furthermore, the leadership teams of Fleming County Schools are to be commended for their work in fostering relationships that aligned with the district's vision and purpose. Interview data and evidence collected as part of the review process indicated many partnerships had been secured to support student success. Parental involvement and engagement as well as community support of the district's work with students was evident. Parents and community members served on site-based councils and committees, where input from each stakeholder group was valued. Pride in the accomplishments of these groups was evident, as stakeholders shared they valued and collaboratively worked to enhance and improve student learning.

Stakeholder interview data revealed that continuous learning was expected and valued by all staff members across the district. This expectation clearly supported the ongoing improvement of teaching and learning, as well as the capacity of the district to sustain continuous improvement.

Evidence suggested the district demonstrated a significant amount of organizational effectiveness. District leadership provided strong stewardship in the management and use of resources. Instructional time was protected and used effectively. Material and fiscal resources were focused on supporting educational programs and system operations. District and school leaders sought all reasonable options to secure the resources necessary to provide a challenging and equitable learning environment to all students. Available resources were used to improve the effectiveness of district operations and student performance. Moreover, interview data revealed district personnel had made the financial stability of the system a priority as they collaboratively worked to secure human, material and fiscal resources needed to meet the needs of students and improve the

effectiveness of the system. The district maintained a healthy contingency fund and had increased spending on instruction to ensure students had equitable learning opportunities across the district.

Stakeholder interview data revealed the district leadership team advocated for a systems approach to the continuous improvement process and there was evidence of momentum throughout the district for an understanding and implementation of district accreditation. Strong visionary leadership was evidenced by a willingness to examine the district's current reality and project future needs to position the district for improvement of the teaching and learning process. The supportive nature of administrators throughout the district advanced the district's vision and initiatives. Furthermore, the district's locally-developed formative diagnostic review process systemically integrated clear quality control procedures for monitoring and communicating comprehensive information about student learning, systems that support student learning and the achievement of improvement goals. This locally-developed process embedded the AdvancED Standards of Quality and integrated clear quality assurance metrics to monitor and evaluate growth and improvement across the district. Through this process, Fleming County Schools had established a system-wide culture that supported change as evidenced by the system's unity or purpose, a collective focus on student learning, an openness to sharing, trust and respect among stakeholders as well as a supportive and knowledgeable administrative team.

Addressing curriculum, instruction and assessment practices remained areas of needed improvement for the district. Stakeholder interview data revealed the district had implemented instructional policy to support teaching and learning across the system; however, teachers and administrators were inconsistent in defining or explaining a specific, districtwide framework or instructional process that informed students of learning expectations and standards of performance. Classroom observations revealed a lack of research-based, rigorous instruction that was consistently implemented. Furthermore, high quality work and meaningful feedback was seldom observed. Assessment practices indicated teachers sometimes used data in purposeful ways to inform instruction. Stakeholder interview data revealed the use of formative assessment data was rare.

The district must find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development and data use to assess student progress and differentiating instruction to meet the individual needs of students. Furthermore, the district must engage all staff members in a collaborative process to implement and monitor a districtwide instructional process that emphasizes research-based instructional practices that are responsive to individual student needs, engage students in rigorous and challenging learning experiences and clearly inform students of learning expectations and standards of performance. The use of instructional strategies that require student collaboration, self-reflection and critical thinking skills, as well as provide differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement will be important.

Although staff survey data suggested many teachers monitored and adjusted curriculum and assessment based on student performance data, interview data revealed stakeholders were not consistently able to define or explain how curriculum, instruction and assessment were monitored and adjusted systematically in response to multiple data points. Classroom observation data revealed students had limited differentiated learning opportunities and activities to meet their unique learning needs and were rarely provided additional

and/or alternative instruction and feedback at the appropriate level of challenge. Teachers across the district participated in professional learning communities using an established protocol to discuss individual student performance and achievement; however, they did not engage in routine conversations about how the examination of professional practice directly linked to curriculum, instruction and assessment decisions. Consequently, it will be important for the district to develop a process to systematically review and adjust curriculum, instruction and assessment based on multiple student performance data, as well as an examination of professional practices to ensure learning experiences are rigorous, challenging and prepare students for success at the next level.

A review of evidence and artifacts revealed little evidence of the existence of a systematic data collection and analysis process to inform programmatic decision-making regarding curriculum, instruction and assessment decisions for continued school improvement. Although the school included data sources as evidence, there was no analysis or triangulation of data that provided a picture of programmatic effectiveness. Therefore, it will be important for the district to develop and implement a program evaluation process for internal stakeholders to monitor program effectiveness, districtwide initiatives and student learning. This process can then be used to identify gaps as well as prioritize and connect all systems across the district. By having the ability to evaluate the impact and success of new or existing programs, the district will be able to make informed decisions with supporting evidence to identify programs that are working, programs needing revision and programs that should be discontinued. In addition, evidence gathered through this process can be used to determine resource allocation for programming to support the district and its schools in achieving their mission and vision.

Although the district's analysis of student performance data indicated achievement gaps existed among subpopulations of students, the district implemented a variety of intervention programs to meet the unique needs of its diverse student body. However, a continued focus on the implementation and monitoring of instructional and assessment practices that integrate culturally responsive pedagogy will be important to ensure teachers embed research-based best practices as part of core instruction to meet the variety of learner needs across the district. This emphasis will also assist the district in strategies specific to their novice reduction plan as part of the state's accountability system.

While the Diagnostic Review Team was not able to substantiate an emphasis on technology integration across the district, it was evident that the system has invested resources into technology hardware and software to support the instructional process and organizational effectiveness. As the district continues to focus on its vision and purpose of preparing students for life and the careers of the future, the Diagnostic Review Team encourages Fleming County Schools to develop a professional learning plan focused on the incorporation of technology to support classroom instruction. Additionally, the district will want to consider how technology can be used to effectively engage learners in the instructional process, as well as provide alternate avenues of formative assessment of student learning.

While effective grading policies were implemented throughout the district, inconsistencies across content areas and grade levels existed. Although interviews and artifacts reflected a movement to better align grading practices with the mastery of content standards, the Diagnostic Review Team encourages the district to develop a common understanding of grading practices at all levels to ensure grades reflect attainment of

content knowledge and skills. Grading practices that are clearly understood, implemented and monitored across all grade levels and content areas can help ensure all students have access to equitable, rigorous learning and assessment experiences across the district.

The district is committed to being proactive in promoting change and using the combined Diagnostic Review and External Review process to guide continuous improvement initiatives. Therefore, the Diagnostic Review Team encourages Fleming County Schools to use the Improvement Priorities identified as part of the review process to build on the foundation of growth and improvement that has been established across the district. This emphasis will ensure all students receive a challenging and equitable education through the implementation of rigorously aligned curriculum, differentiated learning experiences, improved instructional practices and the evaluation of program effectiveness.

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:

- Develop and implement a program evaluation process for internal stakeholders to monitor program effectiveness, district-wide initiatives and student learning. Ensure the process includes, but is not limited to, monitoring implementation fidelity and clearly documenting and analyzing the results of existing systems. Use this process to identify gaps, prioritize and connect all systems across the district.
- Engage all staff members in a collaborative process to develop, implement, monitor and document a district-wide instructional process. Use research-based instructional practices that 1) are responsive to individual student needs and encourage students to demonstrate ownership for their learning, 2) engage students in rigorous and challenging learning experiences, 3) clearly inform students of learning expectations and standards of performance and 4) provide students exemplars of high quality work and specific and timely feedback about their learning. Hold teachers accountable for the deliberate planning and use of instructional strategies that require student collaboration, self-reflection and critical thinking skills, as well as provide differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement.
- Systematically and continuously use data to identify and coordinate learning support systems to address the unique learning needs, educational achievement and career planning of all students. Devote continued attention to the trends and patterns of learning and achievement by the various accountability subgroups within the system so that instructional and assessment practices, curriculum development and professional development emphasizes differentiation and personalized learning experiences for all students.

Addenda

Team Roster

Member	Brief Biography
Dr. Lynn M Simmers	Lynn Simmers is currently the Assistant Superintendent of Southwest Allen County Schools in Fort Wayne, IN. She has twenty-three years of experience as a professional educator and is completing her nineteenth year of administration. Her interests include literacy; analyzing statistical trends to promote improved student achievement; and professional development specifically related to curriculum development, instructional strategies and teacher induction programs for beginning teachers. Dr. Simmers has had various experiences as a Lead Evaluator of school and district accreditation visits as well as Diagnostic Reviews. She serves as an AdvancED Field Consultant for the state of Indiana. Dr. Simmers also serves on the Indiana AdvancED State Council.
Mrs. Susan Ann Greer	Susan Ann Greer has served public schools through a variety of roles for the last 27 years. Mrs. Greer served as a language arts teacher/gifted education teacher at the middle school and high school levels for 9 years. Following these experiences she was a high school vice principal over curriculum and instruction for 10 years. Mrs. Greer left this position to become a Highly Skilled Educator with the Kentucky Department of Education to serve low performing schools. After one year, she was named an Educational Recovery Leader and has coordinated school and district turnaround work since. Currently, she is continuing this work as the Educational Recovery Director for the West Region and is in her third year as a certified National Institute for School Leadership facilitator. Mrs. Greer has served on review teams with AdvancEd and the Kentucky Department of Education for the last eight years.
Latricia Bronger	Currently serving as ABRI, State Liaison. MOU from Jefferson County Public Schools in Louisville, Kentucky. ABRI, a Kentucky Department of Education Project is focused on developing training and technical assistance in the basics of effective core instruction and classroom management that formulate the universal level of PBS and RTI in the school and classroom. ABRI is structured to provide state-wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building within schools and educational cooperatives. The goal is both to increase capacity in Kentucky and to evaluate academic and social outcomes for students across the state.
Ms. Jill A Clogston	Jill Clogston has been a classroom teacher, gifted education supervisor and worked in higher education as an Education Renewal Zone Director. She is a graduate of Arkansas State University with a Master's Degree in Gifted Education. She has various levels of experience working with AdvancED including serving as a Systems Lead Evaluator.
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
Mr. Mike Herman Murphy	I received my Rank III, Rank II, and Rank I from Eastern Kentucky University. Having spent six years as a classroom teacher and 11 years as an Administrator I've been blessed by this opportunity to serve others.

Page 34

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.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

References

- Alwin, L. (2002). The will and the way of data use. School Administrator, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. American Educational Research Journal, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). Shared purpose: the golden thread? London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. Teacher Education Quarterly, 35(2), 134-154.
- Conley, D.T. (2007). Redefining college readiness (Vol. 3). Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). Achieving with data: How high-performing school systems use data to improve instruction for elementary students. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). Data driven decision making in Southwestern Pennsylvania school districts. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. Educational Research Quarterly, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? T.H.E. Journal, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. Journal of School Leadership, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. Educational Administration Quarterly, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. Educational Administration Quarterly, 28 (2), 220-236.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. American Journal of Education 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. School Administrator, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. Educational Administration Quarterly, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), Organizational learning and school improvement (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. Technology and Learning, 22(11), 18-33.
- Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.

Attachments

The following attachments have been included in this report.

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

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 2014-2015 Diagnostic Review or Progress Monitoring Visit for Fleming County.

Improvement Priority 1

Indicator 5.1/5.2	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.17	2.00	2.33
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.	1.00	3.00	2.83

5.1/5.2 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Develop a comprehensive district wide assessment system that produces data about student learning from multiple assessment measures. Ensure this assessment system is regularly monitored, evaluated and revised for reliability and effectiveness in generating accurate and actionable information to guide improvement planning. Further ensure that all staff regularly collect, analyze and use the data to inform decisions regarding instruction, professional practices and the conditions that support learning.		
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:

Formative Quality Review, Quarterly Report, Assessment Framework, DSSI, Walkthrough Processes & Tools, PLC Protocols, 30-60-90 Plan

School Supporting Rationale:

Beginning in the Fall of 2014, the district began a benchmark assessment system in math and reading K-10 in partnership with TE21. While changes have been made to the process over the past two years, this system has assisted the district, schools, and classroom teachers in understanding where our students are and what needs to be targeted in order to ensure increased student achievement. The analysis and use of the benchmark data (along with MAP and classroom assessments) in Professional Learning Communities (PLC), District Instructional Leadership Team (DILT) meetings, and vertical and grade level meetings has led to powerful conversations and collaboration among teachers and schools as well as the revision of curriculum and instruction.

Over the past two years, the district has focused on creating tools that will help to continuously evaluate student learning and district operations. The Formative Quality Review, which includes the use of the ELEOT walkthrough tool is used regularly to monitor and evaluate school processes as they are aligned to the Standards for Quality. To capture overall district progress, we self-evaluate quarterly using the Quarterly Report tool. Though the Formative Quality Review and the Quarterly Report are our primary continuous improvement tools, we also have implemented tools to evaluate the curriculum, assessments, professional learning communities, site-based council meetings and operational efficiency. At the district level, the senior leadership team uses the DSSI document (dashboard) to track a variety of data about schools and to look for trends and support that may be needed.

The Formative Quality Review process has enabled the district to focus more strategically on the high school in order to assist the FCHS leadership team to develop quality curriculum and common assessments, as well as revise the PLC process. District administrators participate/observe weekly PLC meetings at the high school and provide written feedback, using the district's PLC evaluation tool. By doing so, not only have we seen improvements at the high school, we have been able to share processes across the district in order to connect the systems.

Team Evidence:

Formative Quality Review

Quarterly Report
Assessment Framework
District Instructional Leadership Team (DSSI)
Walkthrough Data
Professional Learning Community (PLC) Protocols
30-60-90 Plan

Team Supporting Rationale:

Student performance data, as detailed in the district data report, showed a significant achievement gap in academic performance for some students in subgroups. Data did not suggest that all students had access to challenging and equitable learning experiences.

Interview data, graphs of performance data and a review of documents and artifacts provided evidence of a comprehensive districtwide assessment system that provided data about student learning from multiple assessment measures, including a universal screener and benchmarking structure for reading and mathematics. The district leadership team participated in school level Professional Learning Community (PLC) meetings to review data. While a structure existed for collecting and communicating data in regard to student achievement, the evidence that programmatic decisions resulted from this process was limited.

Walkthrough processes indicated that most staff members communicated progress for student learning using the Plan, Do, Study, Act process. District and school administrator interview data and plus/delta feedback from the Formative Qualitative review indicated schools had regular professional learning communities to discuss data from multiple assessment measures. These measures included locally developed and standardized assessments.

Survey data indicated that 89 percent of staff members agreed/strongly agreed with the statement, "Our school uses multiple assessment measures to determine student learning and school performance." PLC notes indicated that staff members administered consistent assessment measures across classrooms and courses. However, neither documentation nor interview data consistently confirmed that the schools engaged in a process to examine current practices to design, implement and monitor fidelity of strategies and approaches specifically intended to yield more meaningful student engagement, thereby resulting in higher achievement of identified gap students.

Improvement Priority 2

Indicator 3.10	2014-15 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.	1.00	3.00	3.00

3.10 Improvement Priority (2014-15) Develop a system of common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. Ensure these policies, processes and procedures are implemented and evaluated/monitored regularly across all grade levels and all courses.	School Self-Rating	Team Rating
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:

District Effective Grading & Reporting Committee Agendas/Minutes
District Grading & Reporting Guidelines
Formative Quality Review (review of gradebook/grading practices)
Back to School news article
Sample Report Cards
Survey Results

School Supporting Rationale:

Since the last Diagnostic Review in 2015, the district has implemented a District Grading Committee made up of principals, counselors and teachers from all six schools. At Fleming County High School, student voice is captured through the input of the student council who meets with Mrs. Emmons, principal, regularly. As a district, we feel that it is important that students have a voice in the decision-making process.

The district facilitates the District Grading Committee, while the stakeholders lead the discussions and make the decisions pertaining to grading and reporting across the district. This helps to ensure that grading practices are uniform throughout the district

and supported by all. The district team records notes and Plus/Deltas at each meeting and presents to the board any possible changes for approval. The minutes from the meetings are posted online and shared with all stakeholders.

The district monitors the adherence to the grading and reporting guidelines through the Formative Quality Review process at each school. During the review, teacher gradebooks are examined randomly to make sure they are set up correctly and that appropriate entries are being made, as well as kept up to date. Results of the review are provided to the principal in the form of a plus/delta, highlighting positive practices as well as those that need work.

The district continues to look for ways to involve stakeholders in the grading decisions made, as well as, ways to improve the effectiveness of our grading practices – aligned to the district vision and learning needs of our students.

Team Evidence:

Fleming County Schools (FCS) Grading and Reporting Guidelines

Team Supporting Rationale:

A review of documents and evidence suggested that the Fleming County School District implemented processes and procedures to ensure grading and reporting were based on clearly defined criteria that represented the attainment of content knowledge and skills and these were consistent across grade levels and courses. According to the FCS Grading and Reporting Guideline document, all assessments were to be tied to standards and all schools were to adopt and implement with fidelity the same system of grading and reporting and term grades based on student mastery of the standards with 20 percent formative 80 percent summative. However, differences in grading practice existed as students moved through the grade levels and across the district.

Principal interview data, along with the Instructional Supervisor's presentation, indicated students had a working knowledge of grading and defined criteria that represented attainment of content knowledge as they had requested revisions to the grading procedures concerning the 20 percent formative and 80 percent summative component of the grading process. However, item E4 in the Progress Monitoring and Feedback Learning Environment states, "students understand how her/his work is assessed" and received a 2.3 rating on a four-point scale. Survey data indicated that 86 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."

The District had formed a District Grading Committee consisting of principals, counselors and teachers from all six schools to research and revise grading practices.

Student interview data suggested that grading across most classrooms was consistent, and they could articulate the difference between formative and summative assessments at the elementary level. Students also indicated that the use of GradeCam for instant feedback on quizzes was an effective strategy.

Improvement Priority 3

Indicator 1.4/5.3/5.4	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.17	3.00	3.00
Throughout the system professional and support staff are trained in the interpretation and use of data.	1.00	2.00	2.00
The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.00	2.00	2.00

1.4/5.3/5.4 Improvement Priority (2014-15) Develop, implement and evaluate procedures for analyzing data to determine verifiable improvement in student learning. Systematically use results to design and implement improvement action plans related to student learning, including readiness for and success at the next level.	School Self- Rating	Team Rating
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 Community (PLC) Protocols
Assessment Framework
Formative Quality Review
Plan Do Study Act plans
Comprehensive School Improvement Plan
Comprehensive District Improvement Plan

School Supporting Rationale:

Over the past three years, the district has focused on 30/45/60 day plans as we identify areas of improvement. The district continues to look for ways to make improvements in the areas of leadership and accountability; teaching and learning; operations and support systems; and culture, communication and community. Our focus, over the past few years, has been to implement a common curriculum and assessments district-wide. We are pleased with our work up to this point and our progress in this area at the high school. However, we understand that the curriculum work will be an ongoing process.

Throughout the district, we have engaged teachers to provide a voice in the decision-making process and leadership, in particular, throughout the curriculum development, review and implementation. As such, over the past two years, we have brought teachers together in vertical and grade level teams over the summer to make curriculum revisions and updates to the long-range curriculum plans. Additionally, throughout all of the curriculum work, we have also begun to focus on student engagement. All schools utilize ELEOT in an effort to assist teachers in identifying common themes and strategies observed. We have made huge gains in student learning and teacher understanding that our emphasis is on student learning as we utilize ELEOT. Our Formative Quality Review includes school-wide walkthroughs using eleot and our monthly principals' meeting involves classroom walkthroughs using eleot. The goal is to assist teachers to grow in developing highly engaging lessons and classroom environments.

To assist teachers further, this year, the district began the eleot cohort where teachers from all schools are trained on how to use eleot to increase student engagement and improve the overall classroom environment. The training leads to eleot certification, but more importantly, the teachers walk away with valuable strategies to engage students. Additionally, the eleot cohort teachers will serve as a resource in their schools. The district is already planning for next year's eleot cohort training.

As the district continues along the journey to becoming a "District of Distinction," the use of student data will continue to be emphasized, as identified throughout the strategic framework. The district continues to improve data usage processes, but there is still work to be done. We must continue to work toward using data to identify the learning needs of individual students, using data to make learning just in-time and personal. Furthermore, we need to increase the formative use of data to make the needed changes throughout the teaching and learning process. PLC protocols now

include longitudinal data that assists teachers and school administrators to identify gaps as well as areas of strength.

Our teachers and principals do a great job at using MAP scores and data from the benchmarks, given 3 times during the school year, to target specific learning needs of students. The collection of data across the system, including the high school, helps teachers and administrators to identify trends and plan for improvement. The District Instructional Leadership Team (DILT) is in place and serves as a committee to help the district ensure that the improvement planning and initiatives that are implemented are in alignment with the district vision and that our level of success is measured. As a result of our use of data at all levels (district, school, and classroom), student achievement continues to improve. However, we recognize that we must continue to challenge ourselves to use data more to make decisions throughout the teaching and learning process.

Team Evidence:

Vertical Team Meeting
Policies and Procedures
Plus/Delta Feedback
Standards for Quality Self-Assessment

Team Supporting Rationale:

The team supported the district's rating for this priority. Based on a review of documents, district personnel presentations and interview data, leadership and meeting facilitators provided feedback and data analysis opportunities for certified staff members around the use of and interpretation of data. Per the district's Standards for Quality Self-Assessment, a plan was currently being developed for professional learning for classified staff members that deals with the use and interpretation of data.

The district policy provided as part of the review evidence, was the required Kentucky Revised Statutes.

(See also Opportunity for Improvement for 5.3)

Improvement Priority 4

Indicator 3.3	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Teachers throughout the district engage students in	1.00	2.00	2.00

their learning through instructional strategies that ensure achievement of learning expectations.			

3.3 Improvement Priority (2014-15) Develop, implement and evaluate system effectiveness in fostering higher levels of student engagement through the use of instructional strategies that require student collaboration, self-reflection, and the use and development of critical/higher order thinking skills. Further, these instructional strategies should be targeted at individualized student learning needs and require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	**School Self-Rating**	**Team Rating**
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: Certified Evaluation Plan (CEP) Walkthrough Tools and Processes eleot walkthrough data; student and teacher use of technology Student work/projects/presentations Professional Learning Plan Kagan strategies eleot Cohort Formative Quality Review process
School Supporting Rationale: The district has focused this year on integrating teacher collaboration, student collaboration and performance-based learning into the instructional process. As the district has made remarkable progress over the past three years in student achievement, we also understand that to make it to the next level we must push the boundaries of the teaching and learning process and look for additional ways that will lead to increased student engagement and teacher effectiveness. Because of our focus, this year, we began the eleot cohort as a way to train teachers on what student engagement looks like, aligned to the seven environments found within

the tool. Furthermore, an emphasis is placed on student engagement through the Formative Quality Review process, which is performed at least twice annually at each school and three times at the high school. As a group, school and district administrators perform eleot walk-throughs at each monthly principals' meeting in order to share out strategies and observations pertaining to student engagement. Additionally, we have focused on pushing the boundaries of learning by encouraging teachers to collaborate by implementing Collaborative Release Time (CRT) where teachers can observe or team teach with another teacher in the district or perform a teacher leader duty, such as peer coaching, that will lead to an increase in student achievement or improvement in teacher effectiveness. Lastly, this year, the district provided Collaborative/Performance-Based Learning Grants which enabled a group of teachers from the district to collaborate based on grade level or across grades. The only requirements were that the teams would work collaboratively on a project to provide students with a unique learning opportunity and report their work to the board of education at a regular meeting.

Team Evidence:

Certified Evaluation Plan (CEP)
Walkthrough Tools and Processes
eleot walkthrough data
Professional Learning Plan
Formative Quality Review process

Team Supporting Rationale:

(See Diagnostic Review Report for Improvement Priority 3.3.)

Improvement Priority 5

Indicator 3.2	2014-15 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.	1.00	3.00	2.83

3.2 Improvement Priority (2014-15)	School Self-Rating	Team Rating

Develop, implement and evaluate the effectiveness of a systematic process to monitor and adjust curriculum, instruction and assessment based on data from multiple assessments of student learning and examinations of professional practices.		
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:

Curriculum development
Vertical Team and/or Grade Level Team meeting agendas/ minutes
Teaching & Learning Framework
Formative Quality Review process
Common assessments (benchmarks)
Walkthrough Tools and Processes

School Supporting Rationale:

In the fall of 2014, the district, in collaboration with teachers and principals, implemented a district-wide benchmark system focused on reading and math in grades K-10. Additionally, the district embarked on a curriculum development journey that we recognized as a result of the district-requested Internal Review that was conducted in October of 2014. The analysis of the benchmark data confirmed the need for drastic curriculum revision, as well as, critical conversations with teachers – which were instrumental in fueling the district's sense of urgency to move ahead.

Consequently, all teachers were then involved in the curriculum development process at the K-8 level, instead of small committees, in order to garner support for this incredibly important initiative. To be clear, our insistence that we have a vertically aligned, rigorous K-12 curriculum is the most important work ever, to-date, undertaken by Fleming County Schools.

The district, over the past two years, has focused on the monitoring and evaluation process that is clearly identified throughout the strategic framework. To support our leadership capacity, we implemented the Formative Quality Review process in the Fall of 2015. Over the course of the academic year we also implemented key components that would help monitor and evaluate, as well as, provide key feedback and data that would assist schools, teachers and principals to continuously improve. In the fall of 2016, our emphasis on continuous improvement, through monitoring and evaluating was strengthened by the implementation of the district-developed evaluation tools

targeting Professional Learning Community, School Based Decision Making, curriculum and assessment – all of which are closely aligned to the district's strategic framework and the Standards for Quality. We also made improvements to the Formative Quality Review process which improved alignment to the standards for quality, strategic plan and key characteristics found in all high-performing schools and districts.

As a result of the Formative Quality Review process, we have developed a standardized walk-through process that allows for the district to evaluate overall professional practice through the examination of the classroom environment (eleot). The district's usage of eleot has led to conversations about student engagement that have never before taken place. This practice is strengthened by the fact that all schools also use eleot and track engagement trends at the school level. Though there are areas of powerful practice of using eleot for improvement of professional practice, we realize that not all schools are at the same level. Our Formative Quality Review process has helped us to identify those classrooms and schools that focus on student engagement as well as those that are still heavily teacher-directed. The good thing is, as a result of our commitment to continuous improvement, we embrace the fact that we still have work to do so that all students are engaged in the learning process.

Team Evidence:

Teaching & Learning Framework
Formative Quality Review Process
Common Assessments
Walkthroughs
Interviews
Surveys

Team Supporting Rationale:

Student performance data, as detailed in the attachments to this report, suggested that district and school leadership provided opportunities and support for curriculum development and implementation. Documents and interview data triangulate that curriculum documents were used at the school level with administrators and leadership teams refining teacher-developed curricula and tailoring curriculum such as Engage New York.

Submitted documents included eleot walkthrough data and feedback, Professional Learning Community (PLC) meeting agendas, meeting minutes and curriculum plans that illustrated the monitoring of curriculum and instruction for alignment to the district's vision and "Power Five." Evidence also existed of a continuous improvement process for vertical and horizontal alignment of curriculum and its adjustment in PLC minutes and the Formative Quality Review Process.

Interim data (e.g., common assessments, summative unit assessments, Measurers of Academic Progress data, Case 21 Benchmark data) were examined through collaborative meetings (e.g., professional learning community meetings, vertical teams, Instructional Rounds). However, the extent to which data from multiple assessments and an examination of professional practice were used by system personnel to ensure that each time curriculum and instruction were reviewed or revised, that there was a systematic process for district-wide alignment was unclear.

Improvement Priority 6

Indicator 3.4	2014-15 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.	1.00	3.00	2.67

3.4 Improvement Priority (2014-15) Develop, implement and evaluate the effectiveness of the district's instructional monitoring and support process. The process should formally and consistently examine instructional effectiveness that ensures student success and provides feedback which will impact the improvement of instructional practices, specifically strategies to increase engagement and rigor. Further ensure that instructional practices are aligned with the district's values and beliefs about teaching and learning, and that teacher are effectively teaching the Kentucky Core Academic Standards.	School Self- Rating	Team Rating
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 Framework
Professional Learning Community (PLC) Protocols
Supervision and evaluation procedures (CEP)
Curriculum Maps (long range plans)
Formative Quality Review process
eleot Cohort
eleot Walkthrough process

School Supporting Rationale:

Since the Spring of 2015, the district has made great gains in the area of continuous monitoring and evaluation. In the Fall of 2015, we implemented the Formative Quality Review process which is aligned to the Standards for Quality – which includes the use of eleot to perform classroom walk-throughs. As a result of the 2015 Diagnostic Review, the district created and implemented key processes that are aligned to the following: 1) engagement of all students to ensure success; 2) development of a common curriculum with common assessments; 3) analysis of data and student work through professional learning communities and collaboration; 4) empowerment of all stakeholders through collaborative leadership structures; and 5) connecting all of the district's systems. The focus is on making sure that the teaching and learning process is leading to increases in student achievement.

During the Formative Quality Review process (aligned to the Standards for Quality and the district strategic plan/framework), the district also evaluates PLC protocols at each school to ensure consistency in focus. Furthermore, in 2016, the district added an emphasis on teacher collaboration and performance-based learning as a means to improve student success. The Formative Quality Review process helps the district to ensure that a common curriculum is implemented and used district-wide, even as the high school works to create their curriculum this year. The Formative Quality Review is a powerful and rewarding experience for schools and the district as we can share common strategies and identify next steps in our journey to becoming a District of Distinction. The board of education receives reports on a quarterly basis about all operations, including teaching and learning, which highlight data sources and next steps for improvement based on analysis of data.

Team Evidence:

Curriculum maps
Meeting agendas/minutes
Teacher recognitions
Professional Learning Community (PLC) documentation
Formative Quality Review process
Staff survey

Team Supporting Rationale:

Based on documents and interview data, the Formative Quality Review Process was the mechanism that the district used to ensure that a common curriculum was implemented districtwide. Feedback was offered via this process and Teaching and Learning Reports were shared with the governing body monthly from the priority school. The priority school principal shared the state of the curriculum development during this report.

A review of artifacts, survey data and meeting observations suggested that a true PLC process did exist for teachers to share and analyze student data and plan for standards recovery. This Plan Do Study Act protocol included discussion of instructional strategies and a plus/delta portion that asked students to reflect on their learning.

Classroom observation data revealed that the High Expectations Learning Environment received an overall rating of 2.4 on a four-point scale during this review, whereas the same Learning Environment scored a 1.9 during the 2015 Diagnostic Review. This indicated district monitoring and support for curriculum and instruction was increasing expectations for student achievement.

Stakeholder survey results indicated that 92 percent of stakeholders agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning." Ninety-one percent agreed/strongly agreed with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

Improvement Priority 7

Indicator 3.1	2014-15 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.	1.00	2.00	2.33

3.1 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop, implement and regularly evaluate the effectiveness of the high school curriculum based on Kentucky Core Academic		

Standards. Further ensure that the curriculum is well supported by guidance documents, i.e., curriculum maps, detailed course descriptions, pacing guides, sample units, assessments, etc., which provide clear direction and support to teachers in ensuring all students are provided equitable and challenging learning experiences leading to next level preparedness and success.		
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:

Common lessons
Common assessments (benchmark)
Long-range plans
Vertical Team meeting agendas and minutes
Principals' meeting agendas and minutes
Professional Learning Community (PLC) protocols at FCHS
Curriculum Development folders at FCHS
Formative Quality Reviews and Quarterly Reports

School Supporting Rationale:

Since 2014, the district has had a laser focus on developing a common curriculum and assessments for reading and math. Each summer, the district brings teachers together at the K-8 levels to update the district's curriculum and long-range plans. In 2015-16, the reading and math curriculum was implemented K-8 with the understanding that teachers would continue to refine it as they worked through the year. In 2016-2017, the district required the implementation of a common curriculum in reading, math and science at the K-8 level and social studies at the middle school level and again empowered teachers to develop a curriculum that was vertically and horizontally aligned. Work is in progress on the K-6 social studies curriculum with more to be done in summer 2017. The long-range plans are kept online (website and OneDrive) so teachers can easily access the documents and share resources. Furthermore, by posting long-range plans online, parents and the community can view and keep abreast of what the district is doing in terms of the curriculum.

In 2015-2016, the district hired a new high school principal, Mrs. Emmons, an elementary school principal and former high school teacher. During her first year, the district directed her to focus on organization, communication and culture. We felt that we had to ensure that basic processes were in place before we could successfully implement a common curriculum and common assessments at the high school. In the

Summer of 2016, Mrs. Emmons, her administrative team and teachers, began the journey to establishing a common curriculum with common assessments. They have a well-documented process that has allowed teachers to create lessons aligned to the Kentucky Academic Standards (or ACT Quality Core). Furthermore, Mrs. Emmons and her team, along with district participation, regularly evaluate and provide feedback on the lessons developed. Additionally, Mrs. Emmons and Mrs. Smith, FCHS Curriculum, Instruction, and Assessment Specialist, provide the board of education monthly updates during the teaching and learning segment of the monthly board agenda.

District-wide, the implementation of the common curriculum is monitored through classroom visits by principals and district level staff. The long range plans assist administrators in understanding where in the pacing classrooms should be at any given time. Additionally, teachers meet in grade/content level teams and vertical teams at least 3 times during the school year to discuss needs and suggested changes to the long range plans or unit plans. District level staff use locally-developed tools to evaluate curriculum and assessments on a regular basis and as part of the Formative Quality Review.

Team Evidence:

Survey results
Posted learning objectives
Curriculum documents
Formative Quality Reviews

Team Supporting Rationale:

While the district had satisfactorily addressed a portion of this improvement priority with the creation and implementation of curriculum documents, an opportunity for improvement was identified to direct the work toward systematic review and adjustment of curriculum, instruction and assessment based on multiple student performance data and examination of professional practice.

(See Opportunity for Improvement 3.1-3.2 in the Diagnostic Review Report.)

SUNDAY, March 12, 2017

Time	Event	Where	Who
Check in 3:00 p.m.	External Review Team	Hampton Inn	External Review Team
4:00 p.m. - 6:30 p.m.	Evening Work Session #1/ Prepare for Day 1	Hotel Conference Room	External Review Team
6:30 p.m.	Dinner	TBD	External Review Team

MONDAY, March 13, 2017

Time	Event	Where	Who
7:30 a.m.	External Review Team Depart for System's Central Office	Hampton Inn	External Review Team
8:15 a.m. - 9:00 a.m.	Superintendent's Overview	Board Room	Superintendent, Senior Leadership Team, 5 Principals, External Review Team
9:00 a.m. - 9:45 a.m.	Principal Interviews (Whole Group or Small Group) Stakeholder Interview Stakeholder Interview	Board Room District Office Library/Conference Room First Floor Conference Room Instructional Supervisor's Office	5 Principals External Review Team
9:45 a.m. - 10:00 a.m.	Break		
10:00 a.m. - 10:45 a.m.	Standards, Stakeholder Feedback and Student Performance Overview	Board Room	Superintendent, Senior Leadership Team, External Review Team
10:45 a.m. - 11:30 a.m.	Superintendent Interview	District Office Library/Conference Room	Superintendent External Review Team
11:45 a.m. - 12:30 p.m.	Lunch & Team Debriefing	Board Room	External Review Team
12:30 p.m. - 1:30 p.m.	Interviews: Standards 3, 5 and Student Performance Standards 1, 2, and Stakeholder Feedback School Board Interview	District Office Library/Conference Room Superintendent's Office First Floor Conference Room	External Review Team (divided)
1:30 p.m. - 2:30 p.m.	Evidence Review Community Interview Standard 4	Board Room Superintendent's Office District Office Library/Conference Room	External Review Team
2:30 p.m. - 2:45 p.m.	Break		External Review Team
2:45 p.m. - 3:45 p.m.	Interviews: School Board Interview	First Floor Conference Room	External Review Team (divided)

Time	Event	Where	Who
	Parent/Community Stakeholder Interviews	Board Room District Office Library/Conference Room	TBA
3:45 p.m. - 4:00 p.m.	Team Debriefing	Board Room	External Review Team
4:00 p.m. - 5:00 p.m.	Interviews: School Board Interview School Board Interview (tentative) Parent/Community Stakeholder Interviews	First Floor Conference Room By Phone Board Room/ District Office Library/Conference Room	External Review Team (divided)
5:30 p.m.	**Team returns to hotel**		**External Review Team**
5:30 p.m. - 7:00 p.m. **7:00 p.m.**	**Evening Work Session #2 / Prepare for Day 2** **Dinner**	**Hampton Inn**	**External Review Team**

Tuesday, March 14, 2017 - School Reviews

Time	Event	Where	Who
6:45 a.m. - 7:15 a.m. **7:15 a.m.**	**Breakfast** **Pick-Up External Review Team Members**	**Hampton Inn**	**External Review Team**
8:00 a.m. – 9:50 a.m. 8:00 a.m. – 9:40 a.m.	School Visit #1 / Classroom Visits School Visit #1/Principal Interview (9:00) School Visit #1/Classroom Visits	Simons Middle School (7-8) Fleming County High School (9-12) Hillsboro Elementary School (K-6)	External Review Team Gr. 1 External Review Team Gr. 2 External Review Team Gr. 3
9:50 a.m. **9:40 a.m.**	**Travel to next school** **Travel to next school**		**External Review Team Gr. 1/2** **External Review Team Gr. 3**
10:00 a.m. – 11:50 a.m. 10:00 a.m. – 11:40 a.m.	School Visit #2/Classroom Visits School Visit #2/Classroom Visits School Visit #2/Classroom Visits	Flemingsburg Elementary School (K-6) Ewing Elementary School (K-6) E. P. Ward Elementary School (K-6)	External Review Team Gr. 1 External Review Team Gr. 2 External Review Team Gr. 3
11:50 a.m. **11:40 a.m.**	**Return to District Office** **Return to District Office**		**External Review Team Gr. 1** **External Review Team Gr. 2/3**
12:00 p.m. - 12:45 p.m.	**Lunch**	**Board Room**	**External Review Team**
1:00 p.m. – 4:00 p.m.	Team Work Session/Debrief (additional interviews, evidence review, school visits, as requested) Stakeholder Interview	Board Room First Floor Conference Room	External Review Team External Review Team
4:00 p.m.	**Return to hotel**		**External Review Team**
5:00 p.m. - 7:00 p.m.	**Evening Work Session #3 /**		**External Review Team**

	Prepare for Day 3		
7:00 p.m. - 8:00 p.m.	**Dinner**		**External Review Team**

Wednesday, March 15, 2017 - System Office (Breakfast at hotel)

Time	Event	Where	Who
7:30 a.m.	**Check out of hotel and departure for District Office**	**Hampton Inn**	**External Review Team**
8:00 a.m. - 9:00 a.m.	Follow-up interviews to verify Standards, Stakeholder Feedback, Student Performance ratings, as needed OR Team Work Session	Board Room	External Review Team, Superintendent, Senior Leadership Team, Other District Personnel, as needed
9:00 a.m. - 11:30 a.m.	Team Work Session	Board Room	External Review Team
11:30 a.m. - 12:15 p.m.	**Working Lunch**	**Board Room**	**External Review Team**
12:15 p.m. - 12:45 p.m.	Final Meeting with Superintendent	Board Room	Lead Evaluator, Associate Lead Evaluator, Superintendent

Stakeholder Survey Plus/Delta

The Survey Plus/Delta is the team's brief analysis all stakeholder survey data which is intended to highlight areas of strength (pluses) that were identified through the survey process as well as leverage points for improvement (deltas).

Teaching and Learning Impact

Plus: (minimum of 75 percent agreed/strongly agreed)

1. 90 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."
2. 88 percent of parents agreed/strongly agreed with the statement, "My child has at least one adult advocate in the school."
3. 87 percent of parents agreed/strongly agreed with the statement, "My child has up-to-date computers and other technology to learn."
4. 94 percent of 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."
5. 92 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
6. 92 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."
7. 92 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
8. 88 percent of middle and high school students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."
9. 91 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, programs and services are available to help me succeed."
10. 91 percent of staff members agreed/strongly agreed with the statement, "Our school leaders monitor data related to student achievement."
11. 90 percent of staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
12. 90 percent of staff members agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals."
13. 99 percent of elementary students agreed/strongly agreed with the statement, "Our school has computers to help me learn."
14. 98 percent of elementary students agreed/strongly agreed with the statement, "My teachers use different activities to help me learn."
15. 97 percent of elementary students agreed/strongly agreed with the statement, "My principal and teachers tell children when they do a good job."

Delta:

1. 75 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
2. 75 percent of staff members agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
3. 71 percent of middle and high school students agreed/strongly agreed with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
4. 61 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers keep my family informed of my academic progress."
5. 55 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."

Leadership Capacity

Plus: (minimum of 75 percent agreed/strongly agreed)

1. 92 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 92 percent of parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning."
3. 91 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes."
4. 94 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
5. 92 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
6. 94 percent of staff members agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions and measures of growth."
7. 88 percent of middle and high school students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning expectations."
8. 86 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."
9. 100 percent of elementary students agreed/strongly agreed with the statement, "In my school, my teacher wants me to do my best work."
10. 99 percent of elementary students agreed/strongly agreed with the statement, "In my school, my principal and teachers want every student to learn."
11. 91 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes."

12. 92 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."
13. 91 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
14. 97 percent of middle and high school students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."
15. 99 percent of elementary students agreed/strongly agreed with the statement, "In my school, my principal and teachers want every student to learn."
16. 90 percent of elementary students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."

Delta:

1. 75 percent of middle and high school students agreed/strongly agreed with the statement, "My school considers students' opinions when planning ways to improve the school."
2. 73 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, the principal and teachers have high expectations of me."
3. 71 percent of middle and high school students agreed/strongly agreed with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
4. 61 percent of middle and high school students strongly agreed/ agreed with the statement, "All of my teachers keep my family informed of my academic progress."
5. 55 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."

Resource Utilization

Plus: (minimum of 75 percent agreed/strongly agreed)

1. 91 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."
2. 88 percent of parents agreed/strongly agreed with the statement, "Our school ensures that the facilities support student learning."
3. 88 percent of parents agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
4. 88 percent of parents agreed/strongly agreed with the statement, "Our school provides students with access to a variety of information resources to support student learning."
5. 91 percent of staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
6. 88 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."

7. 87 percent of staff members agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
8. 91 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, programs and services are available to help me succeed."
9. 90 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."
10. 99 percent of elementary students agreed/strongly agreed with the statement, "My school has many places I can learn, such as a library."
11. 99 percent of elementary students agreed/strongly agreed with the statement, "My school has computers to help me learn."

Delta:

1. 71 percent of middle and high 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."

Student Performance Team Worksheet Template for Elementary Schools

School Name: Combined Fleming County Elementary Schools (EP Ward Elementary, Ewing Elementary, Flemingsburg Elementary, Hillsboro Elementary)

I. Annual Measurable Objective (AMO) (Overall District Perspective)

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	63.8		64.9			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	54.2		47.9			N/A

Plus

- The Learner's Total Score was on a significant upward trend from 2014-15 to 2015-2016 for the combined elementary score.

Delta
- N/A

II. 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	49.4	54.3	44.0	53.7
4th grade	40.1	52.2	56.3	56.3
5th grade	40.7	56.0	46.8	58.1
Math				
3rd grade	58.2	47.6	41.5	47.7
4th grade	33.8	48.6	55.7	51.7
5th grade	41.3	50.3	51.3	56.1
Social Studies				
5th grade	47.9	60.6	47.5	57.7
Writing				
5th grade	24.0	43.8	31.6	41.0

Language Mech.				
4th grade	46.5	55.6	50.0	51.9

Plus

- The combined elementary schools showed an upward trend in all areas of K-PREP, except for three areas.
- The combined schools showed a 21.9 jump in fourth grade math in one year.
- The combined schools scored above the state average in fourth grade math.
- The combined schools scored on the state target in fourth grade reading.

Delta

- Third grade reading and math show a decreased in percent proficient/distinguished from 2014-2015 to 2015-2016.
- Third grade math percent proficient/distinguished showed a notable drop from 58.2 in 2014-2015 to 41.5 in 2015-2016.

III. **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	52.3	49.3	No	46.1	43.4	No
Reading	55.6	48.8	No	49.0	44.2	No
Math	49.0	49.8	Yes	43.0	42.5	No
Social Studies	62.0	47.1	No	54.5	40.8	No
Writing	42.1	31.0	No	38.5	23.3	No

Plus

- The schools met the Math Proficiency Delivery Target.

Delta

- The schools did not meet the Proficiency Delivery Target in Combined reading and math, reading, social studies and writing.
- The combined schools did not meet Gap Delivery Target in any area.

IV. Program Review.

Program Reviews 2015-2016						
Program Area	Curriculum	Formative &	Professional	Administrative/	Total	Classification

	and Instruction (3 pts possible)	Summative Assessment (3 pts possible)	Development and Support Services (3 pts possible)	Leadership Support and Monitoring (3 pts possible)	Points (12 points possible)	
Arts and Humanities	2.11	1.93	1.91	2.25	8.2	Prof.
Practical Living	2.3	2.33	2.22	2.27	9.1	Prof.
Writing	2.4	2.5	2.44	2.18	9.5	Prof.
K-3	2.38	2.38	2.31	2.32	9.4	Prof.
World Language and Global Competency*	1.19	.92	1.34	1.13	4.6	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.

Plus
- The combined schools scored Proficient in all areas of program review other than World Language and Global Competency.
- In writing, the schools received 9.5 points of the 12 possible.

Delta
- The combined schools scored Needs Improvement on the World Language and Global Competency category with 4.6 of 12 points.

Student Performance Team Worksheet Template for Middle Schools

School Name: Simons Middle School

I. **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	68.4	68.9	65.8	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	52.7	53.7	67.8	Yes	Yes	N/A

Plus

- N/A

Delta

- Simon's Middle School did not make AMO in 2015-2016.
- The Learners Total Score fell (in 2015-2016) from 67.8 to 65.8.

II. **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	61.4	52.9	62.2	55.5
7th grade	60.3	54.5	55.7	56.6
8th grade	50.9	54.1	58.0	53.6
Math				
6th grade	50.8	43.2	65.2	50.2
7th grade	44.7	40.9	51.6	45.4
8th grade	55.5	44.2	61.0	45.5
Social Studies				
8th grade	52	58.6	64.8	59.7
Writing				
6th grade	47.2	44.1	62.8	48.0
8th grade	30.6	34.3	51.7	40.7
Language Mech.				

6th grade	46.2	46.1	51.2	41.2

Plus

- Eighth grade reading trended upward from 50.9 to 58 percent proficient/distinguished, with the state scoring 53.6 in 2015-2016.
- Seventh grade math percent proficient/distinguished went from 44.7 to 51.6 with the state scoring 45.4 in 2015-2016.
- Percent proficient/distinguished numbers in K-PREP was up in every area except seventh grade reading.
- Sixth, seventh and eighth grade students scored significantly higher in math than the state percent in 2015-2016.

Delta

- The percent proficient/distinguished students in seventh grade reading dropped from 60.3 to 55.7 in 2015-2016.

III. 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	50.3	58.5	Yes	44.9	53.1	Yes
Reading	54.2	58	Yes	48.6	52.5	Yes
Math	46.4	59	Yes	41.1	53.7	Yes
Social Studies	53.9	63.6	Yes	46.7	53.9	Yes
Writing	48.2	56.0	Yes	41.4	49.8	Yes

Plus

- The school met all gap targets.
- The school met all Proficiency delivery targets.

Delta

- N/A

IV. Program Review

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	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification

			possible)			
Arts and Humanities	2.76	2.0	2.13	2.7	9.6	Proficient
Practical Living	2.21	2.17	2.0	2.25	8.6	Proficient
Writing	2.00	2.00	2.00	2.00	8	Proficient
World Language and Global Competency*	1.46	1.67	2.0	1.38	6.5	Needs Improve-ment

*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

- In the arts and humanities category, the school received 9.6 of 12 Points, placing them in the proficient classification.
- The school scored proficient in practical living and writing as well.

Delta

- The school only received 6.5 of the 12 points possible for World Language and Global Competency, which placed them in the Needs Improvement category for that area.

Student Performance Team Worksheet Template for High Schools

School Name: Fleming County High School

I. **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	70.7	71.2	60.8	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	66.4	67.4	72.4	YES	YES	NO

Plus
- Met 2014-2015 AMO goal with an overall score of 72.4

Delta
- Did not meet AMO goal for 2015-2016 and overall Learners Score decreased by more than 10 points.
- Did not meet graduation rate goal for 2014-2015 and 2015-2016.

II. **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	46.3	56.8	53.3	56.4
Algebra II	36.8	38.2	31.6	42.3
Biology	28.3	39.7	17.1	37.3
U.S. History	40.0	56.9	43.3	59.1
Writing	42.7	50.0	29.4	43.5
Language Mech.	41.5	51.6	38.6	54.4

Plus
- School showed slight student performance gains in English II and US History between 2014-2015 and 2015-2016 school years.

Delta
- Students performed below state average in every content area for two consecutive years.

- School showed greater than 10 percentage point decrease in biology and writing between 2014-2015 and 2015-2016 years.
- School showed student performance decreased in Algebra II, biology, writing, and language mechanics between 2014-2015 and 2015-2016 school years.

III. **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	37.7	55.3	36.7	54.3
Math	25.2	38.1	27.8	39.7
Reading	33.1	47.4	37.3	49.2

Plus
- School showed slight increase in percentage of students meeting benchmark score in math and reading.

Delta
- School was performing below state average in percentage of students meeting benchmark scores for English, math, and reading. This was evident during the 2014-2015 school year as well as the 2015-2016 school year.
- Approximately one-third of the students taking ACT met individual benchmark scores while third-thirds did not.

IV. **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	50.4	42.6	NO	44.7	36.9	NO
Reading	54.6	53.4	NO	48.1	45.3	NO
Math	46	31.8	NO	41.3	28.5	NO
Science	37.9	17.2	NO	32.5	15.7	NO
Social Studies	49	44.3	NO	40.7	40.9	YES
Writing	53.8	30.1	NO	48.2	26	NO

Plus
- N/A

Delta

- None of the proficiency targets for all students were met during the 2015-2016 school year.
- None of the proficiency targets for gap students were met for the 2015-2016 school year except for Social Studies.

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	75.6	68.7	**68.5**	NO
Graduation Rate (for 4-year adjusted cohort)	96.1	95	**88.6**	NO

Plus
- School slightly outperformed the state average for percentage of college and career readiness.
- School graduation rate was higher than the state average.

Delta
- School did not meet delivery target for college and career readiness.
- School did not meet delivery target for graduation rate.

V. Program Review

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	2.29	2.14	2	2	8.4	Proficient
Practical Living	2.33	2	2.38	2	8.7	Proficient
Writing	2.28	2.13	2	2.14	8.6	Proficient
World Language and Global Competency*	2	2	2.13	2.23	8.4	Proficient

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

- School performed proficient in all program review areas.

Delta
- N/A