



AdvancED/KDE Diagnostic Review

BCPS, Shepherdsville Elementary, Bullitt Lick Middle

Review Specifics

- December 11th - 14th
- Three different reviews with three different teams taking place simultaneously
- Our Team:
 - Milagros Fornell - Team Lead
 - Tim Godbey - Associate Lead (KDE)
 - Jennifer Roederer
 - Justin Moore
 - Ken Prichard
 - Zachary Hibbs
- Tuesday December 11th - Formal Presentation
- Wednesday & Thursday (12th & 13th) - observations, interviews, evidence review
- Friday December 14th - Work session and exit meeting

Formal Presentation

- **Purpose and Direction**

- Describe the progress the school/district has made in the last three-five years.
- Describe the current status of the school/district today.
- Describe the vision, mission, beliefs, and goals for the school/district. What strategies have been implemented to improve student performance and learning conditions?

- **Overview of the School/System Structures and Processes**

- Explain the internal process used to analyze the School/System Quality Factors and process for collecting stakeholder survey data.
- Provide an overview and brief explanation for the school/system's ratings of the School/System Quality Factors.
- Discuss the strengths and leverage points for improvement that were revealed through the school/system analysis of the SQF performance descriptors.

Formal Presentation

- **Describe the school's improvement planning process**
 - How does school/district leadership ensure that the improvement plan is “results driven” as opposed to “compliance driven”? Where can we see evidence of a truly “continuous” improvement planning process?
 - What has been the result of school/district improvement efforts during the last 2-3 years? What evidence can the school/district present to indicate that learning conditions and student achievement have improved?
- **Describe what the team will observe in classrooms**
 - What expectations have been established for teachers and students at this school/district that we should be looking for in classrooms?
 - What has been the focus of professional learning that the team can expect to see in instruction, curriculum, or assessment practices?
 - In what ways can the team expect to see the school/district's formal statements of purpose, direction, vision/mission, or shared values and beliefs about teaching and learning apparent in classroom observations?

System Quality Factors Diagnostic (SQF)

- **Clear Direction** - The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
- **Healthy Culture** - The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
- **High Expectations** - An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.

System Quality Factors Diagnostic (SQF)

- **Impact of Instruction** - The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- **Resource Management** - The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- **Efficacy of Engagement** - The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
- **Implementation Capacity** - The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

After the Review

Diagnostic Review Report

- AdvancED Standards Diagnostic Results
 - Leadership Capacity Diagnostic
 - Learning Capacity Diagnostic
 - Resource Capacity Diagnostic
- Eleot Results
- Findings
 - Powerful Practices
 - Improvement Priorities
- Conclusion Narrative -Themes around strengths and areas of improvement

After the Review

Leadership Capacity Assessment

In conjunction with the Diagnostic Review, all data is analyzed specifically to make an evidence-based recommendation regarding the leader's capacity to successfully lead the school and/or system in its turnaround efforts.