

Report of the Diagnostic Review Team for Iroquois High

4615 Taylor Blvd
Louisville
KY 40215
US

Mr. Herbert Clay Holbrook
Principal

Date: November 29, 2016 - December 2, 2016



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Table of Contents

Introduction	4
Results	8
Teaching and Learning Impact	8
Standard 3 - Teaching and Assessing for Learning	9
Standard 5 - Using Results for Continuous Improvement	10
Student Performance Diagnostic	10
Effective Learning Environments Observation Tool (eleot™)	11
eleot™ Data Summary	14
Findings	17
Leadership Capacity	22
Standard 1 - Purpose and Direction	23
Standard 2 - Governance and Leadership	23
Stakeholder Feedback Diagnostic	23
Resource Utilization	25
Standard 4 - Resources and Support Systems	25
Conclusion	27
Addenda	30
Team Roster	30
About AdvancED	32
References	33
Attachments	34

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

Iroquois High School hosted a Diagnostic Review on November 29-December 2, 2016. The on-site review involved a six-member team that provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Iroquois High School for their hospitality and support throughout the Review process. School leaders and staff were professional in their dealings with the Team throughout the process - from telephone and email conversations to the on-site

visit.

Prior to the Diagnostic Review, the Lead Evaluator communicated with the Team via emails and telephone calls to complete the initial intensive study, review and analysis of various documents provided by the school. To prepare for the on-site work, the Lead Evaluator and the principal engaged in several telephone conversations to discuss plans for the review.

Faculty and administrators prepared for the review by planning collaboratively, conducting the Internal Review and rating each Indicator. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Staff members completed the components of the Internal Review and gathered supporting documents in a timely manner. As a result, this critical documentation provided the Team with valuable information that served as a foundation for the Review.

Prior to the review, the principal emailed the Lead Evaluator and members of the Team an electronic link to access and view the documents and artifacts that they believed supported the findings of the Self Assessment. While on site, staff members readily provided additional information or evidence as requested by the Team.

On Tuesday, November 29, 2016, the Team met at the Marriott Louisville East Hotel in Louisville, Kentucky, reviewed the Team schedule and discussed possible interview questions. The school principal also presented an overview of the Internal Review process and school information to the Team during this meeting. From November 29, 2016 through December 2, 2016, the Team worked on-site conducting interviews, reviewing additional artifacts and documents and observing in classrooms. Each evening, the Team reviewed evidence and data, rated each Indicator and discussed findings. The complete schedule of the Diagnostic Review Team's activities is included as an addendum to this report.

A total of 72 stakeholders were interviewed and 43 classrooms were observed during the Diagnostic Review. Throughout the process, school and district leaders, faculty, staff, students, parents and community representatives modeled a high level of professionalism as they greeted members of the Team. Stakeholders expressed pride in and hope for the future of Iroquois High School. Interview data supported the findings of the Diagnostic Review Team. The following Table shows the number of stakeholders interviewed in each stakeholder group.

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

Stakeholder Interviewed	Number
Administrators	13
Instructional Staff	34
Support Staff	5
Students	10
Parents/Community/Business Leaders	10
Total	72

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 school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score
3.1	The school'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.	2.14
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.57
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.57
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.86
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.43

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.86
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.86

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.86
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.	2.00
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.86
5.4	The school 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	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1.29

Student Performance Diagnostic

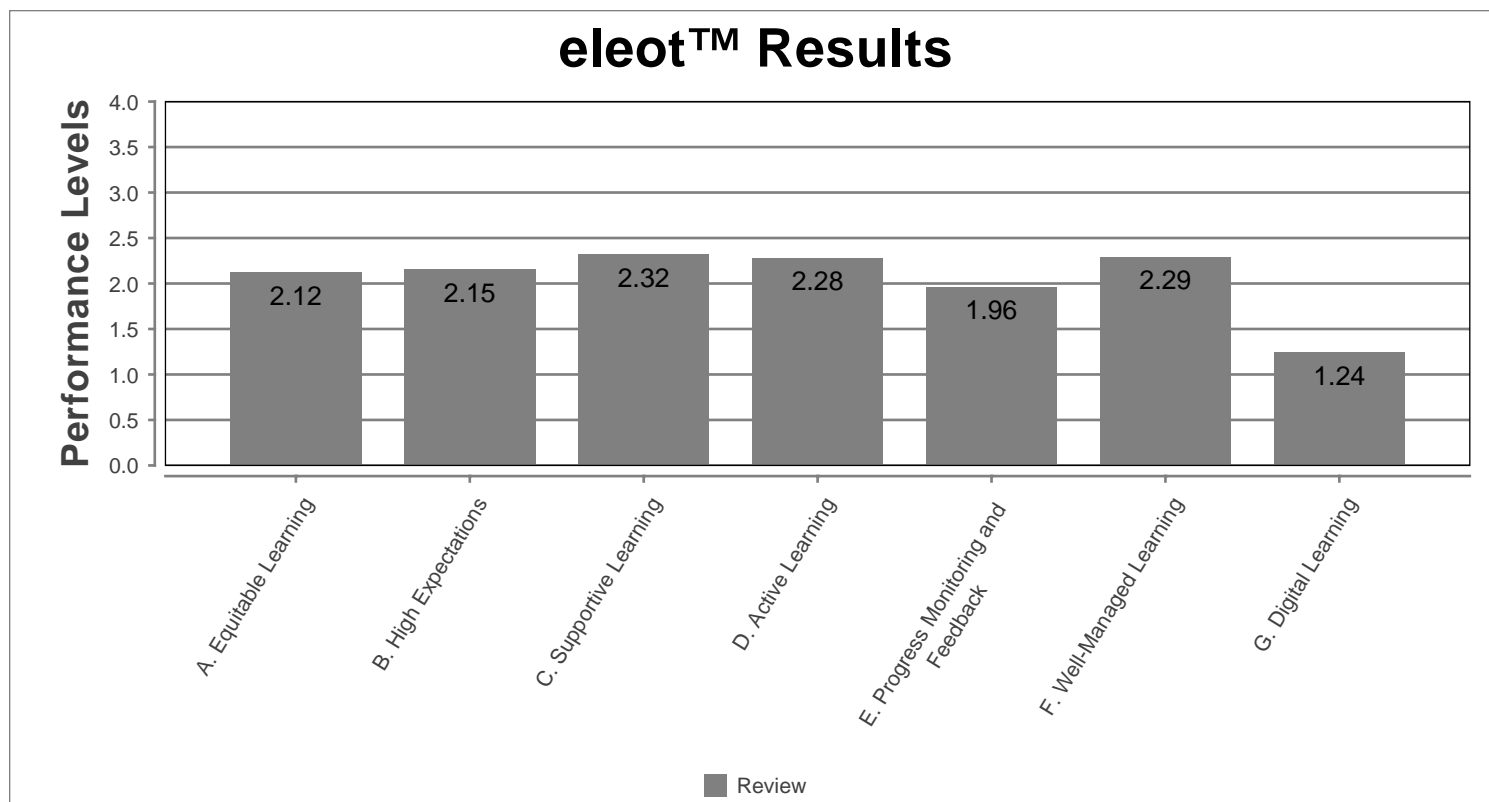
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score
Assessment Quality	3.71
Test Administration	3.71
Equity of Learning	1.00
Quality of Learning	1.00

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™.



The Diagnostic Review Team conducted 43 observations in core academic classrooms. The Team did not observe in three core academic classrooms that had long-term substitute teachers or in two core academic classrooms due to extenuating circumstances (i.e., absent, field trip, state assessment administered). Learning Environment ratings ranged from 1.2 to 2.3 on a four-point scale. The Digital Learning Environment received the lowest rating while the highest ratings were received in Supportive Learning, Active Learning and the Well-Managed Learning Environments. Observation data revealed limited instances of students engaged in rigorous

learning or involved in critical thinking activities. The Team noted that few students used exemplars of high quality work or engaged in differentiated activities. The Team noted positive interactions between teachers and students. In addition, students generally knew and followed rules. In some instances, students held peers accountable for adhering to the rules. Students seldom used digital tools to engage in higher level thinking activities (e.g., problem solving, research, creation of original works for learning).

The Equitable Learning Environment received an overall rating of 2.1 on a four-point scale. It was evident/very evident in 51 percent of the classrooms that students had "equal access to classroom discussions, activities, resources, technology, and support" (A2) and knew that rules and consequences were "fair, clear, and consistently applied" (A3). Item A1 had the lowest rating of 1.7 on a four-point scaled and showed differentiated learning opportunities and activities that met student needs were evident/very evident in 21 percent of the classrooms. "Ongoing opportunities for students to learn about their own and other's backgrounds/cultures/differences" were evident/very evident in 28 percent of classrooms (A4). One example of ongoing activities to learn about their own cultures and other's backgrounds/cultures/differences was observed in an English classroom where students worked in pairs to complete a summary of the main idea from various religions while the teacher progress monitored student comprehension of text material.

The High Expectations Learning Environment received an overall rating of 2.1 on a four-point scale. Student engagement in "rigorous coursework, discussions and/or tasks" (B4) was evident/very evident in 25 percent of classrooms and the provision of "exemplars of high quality work" (B3) was evident/very evident in 26 percent of classrooms. Team Members frequently observed students completing worksheets or worksheet packets. Further, it was evident/very evident that students strived to meet the expectations of the teacher (B1) in 42 percent of the classrooms even when those expectations did not project a high level of performance. An example of students striving to meet teacher expectations was observed in a science class as students were asked to select the peers who would be included in specified groups. Simultaneously students were asked to record the outcomes for their group on a worksheet. Although students complied with the request to form specified groups and record outcomes, teachers continually had to redirect students to ensure they completed their assignment.

In the Supportive Learning Environment, the overall rating was a 2.3 on a four-point scale. In 49 percent of the classrooms observed, it was evident/very evident that students demonstrated a positive attitude about the classroom and the learning (C2). Likewise, students' demonstration or expressions that learning experiences were positive (C1) was evident/very evident in 49 percent of the classrooms observed. The provision of support or assistance "to understand the content and accomplish tasks" (C4) was evident/very evident in 54 percent of classrooms observed. Students' willingness to take risks in learning without fear of negative consequences (C3) was evident/very evident in 44 percent of the classrooms observed. However, students assigned "additional/alternative instruction and feedback at the appropriate level of challenge" (C5) was evident /very evident in 23 percent of the classrooms observed.

The Active Learning Environment received an overall rating of 2.3 on a four-point scale. Opportunities to engage in discussions with the teacher and other students (D1) were evident/very evident in 49 percent of the classrooms observed. Active engagement of students in the learning activities (D3) was evident/very evident

during 37 percent of the classroom observations. Opportunities for students to make connections from content to real-life experiences (D2) were evident/very evident in 35 percent of the classrooms observed. The Team observed limited instances of learning relevant to student's day-to-day experiences as a means of helping them see the relevancy of the instructional task.

The overall rating of the Progress Monitoring Learning Environment was a 2.0 on a four-point scale. When questioned about their understanding of the lesson/content (E3), positive responses from the students were evident/very evident in 17 percent of the classrooms observed. In 25 percent of the classrooms observed, it was evident/very evident that students were quizzed "about individual progress/learning" (E1). Student understanding of how their work was assessed (E4) was evident/very evident in 18 percent of the classrooms. Team Members observed limited use of rubrics or checklists to enhance student understanding of the expectations for their work or to show how their work would be graded. Additionally, limited opportunities existed for students to "revise/improve work based on feedback" (E5) as this indicator was evident/very evident in 23 percent of observed classrooms. The Team noted that some progress monitoring occurred during guided practice when the teacher moved around the room to assist and support individual students.

The Well-Managed Learning Environment received an overall rating of 2.3 on a four-point scale. Students spoke and interacted respectfully with teachers and peers (F1) as this item was evident/very evident in 58 percent of the classrooms observed. It was evident/very evident in 51 percent of classrooms that students knew "classroom routines, behavioral expectations and consequences." Classroom observation data revealed that higher scores were recorded in classrooms with clear and consistent routines. In those classrooms, time on task was not diminished due to disruptive behaviors. One concern of the Team was the lack of routines and rituals used for transitions in hallways and common areas between classes. The Team noted several instances in which major disciplinary offenses occurred (e.g., student use of profanity in classrooms and common areas, continual verbal disruptions during instruction) with no redirection by teachers or staff members.

Opportunities for students to "collaborate with other students during student-centered activities" (F4) were evident/very evident in 33 percent of the classrooms observed. The vast majority of classroom activities provided few chances for students to work together to complete tasks or activities.

Student use of "digital tools/technology to gather, evaluate, and/or use information for learning" (G1) was evident/very evident in nine percent of the classrooms observed. The use of "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) was evident/very evident in 11 percent of classrooms. Likewise, the use of "digital tools/technology to communicate and work collaboratively" (G3) was evident/very evident in seven percent of classrooms. Team Members rarely observed students using iPads, digital tools and technology to gather, conduct research or communicate collaboratively for learning.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.72	Has differentiated learning opportunities and activities that meet her/his needs	4.65%	16.28%	25.58%	53.49%
2.	2.58	Has equal access to classroom discussions, activities, resources, technology, and support	16.28%	34.88%	39.53%	9.30%
3.	2.42	Knows that rules and consequences are fair, clear, and consistently applied	6.98%	44.19%	32.56%	16.28%
4.	1.74	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	9.30%	18.60%	9.30%	62.79%
Overall rating on a 4 point scale: 2.12						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.33	Knows and strives to meet the high expectations established by the teacher	2.33%	39.53%	46.51%	11.63%
2.	2.42	Is tasked with activities and learning that are challenging but attainable	2.33%	44.19%	46.51%	6.98%
3.	1.79	Is provided exemplars of high quality work	4.65%	20.93%	23.26%	51.16%
4.	2.19	Is engaged in rigorous coursework, discussions, and/or tasks	2.33%	23.26%	65.12%	9.30%
5.	2.02	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4.65%	18.60%	51.16%	25.58%
Overall rating on a 4 point scale: 2.15						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.47	Demonstrates or expresses that learning experiences are positive	6.98%	41.86%	41.86%	9.30%
2.	2.49	Demonstrates positive attitude about the classroom and learning	9.30%	39.53%	41.86%	9.30%
3.	2.26	Takes risks in learning (without fear of negative feedback)	6.98%	37.21%	30.23%	25.58%
4.	2.53	Is provided support and assistance to understand content and accomplish tasks	6.98%	46.51%	39.53%	6.98%
5.	1.84	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	2.33%	20.93%	34.88%	41.86%
Overall rating on a 4 point scale: 2.32						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.44	Has several opportunities to engage in discussions with teacher and other students	6.98%	41.86%	39.53%	11.63%
2.	2.00	Makes connections from content to real-life experiences	4.65%	30.23%	25.58%	39.53%
3.	2.40	Is actively engaged in the learning activities	6.98%	30.23%	58.14%	4.65%
Overall rating on a 4 point scale: 2.28						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.05	Is asked and/or quizzed about individual progress/learning	2.33%	23.26%	51.16%	23.26%
2.	2.02	Responds to teacher feedback to improve understanding	2.33%	20.93%	53.49%	23.26%
3.	2.05	Demonstrates or verbalizes understanding of the lesson/content	4.65%	11.63%	67.44%	16.28%
4.	1.67	Understands how her/his work is assessed	2.33%	16.28%	27.91%	53.49%
5.	2.02	Has opportunities to revise/improve work based on feedback	6.98%	16.28%	48.84%	27.91%
Overall rating on a 4 point scale: 1.96						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.63	Speaks and interacts respectfully with teacher(s) and peers	9.30%	48.84%	37.21%	4.65%
2.	2.42	Follows classroom rules and works well with others	9.30%	39.53%	34.88%	16.28%
3.	1.98	Transitions smoothly and efficiently to activities	6.98%	23.26%	30.23%	39.53%
4.	1.95	Collaborates with other students during student-centered activities	6.98%	25.58%	23.26%	44.19%
5.	2.49	Knows classroom routines, behavioral expectations and consequences	13.95%	37.21%	32.56%	16.28%
Overall rating on a 4 point scale: 2.29						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.23	Uses digital tools/technology to gather, evaluate, and/or use information for learning	2.33%	6.98%	2.33%	88.37%
2.	1.33	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.33%	9.30%	6.98%	81.40%
3.	1.16	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	6.98%	2.33%	90.70%
Overall rating on a 4 point scale: 1.24						

Findings

Improvement Priority

Develop and implement a systematic process for school leaders to formally and consistently monitor and support improvement of teacher instructional practices to ensure the academic success of all students.
(Indicator 3.4)

Primary Indicator

Indicator 3.4

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in an attachment to this report, showed the school has not met its Annual Measurable Objective (AMO) for the last two testing cycles. In fact, the school AMO score declined from 56.3 in 2014-2015 to 45.2 in 2015-2016. Subsequently, the school also did not meet the Graduation Rate Goal for either year. Scores in English II, Algebra II, U.S. History and writing fell below state averages for both years and also declined from one year to the next. Additionally, the percentage of students meeting benchmarks in English and mathematics declined from 2014-2015 to 2015-2016. The percentage of students meeting benchmark on the ACT Assessment was below the state averages in all content areas. In addition to the school not meeting its Proficiency Delivery Targets in any content area, delivery targets for both College and Career Readiness and Graduation Rate were not met and fell below state averages in the 2015-2016 year.

Classroom Observation Data:

Classroom Observation data, as detailed in the Teaching and Learning Impact section of this report, suggested limited use of data to inform instruction. For example, in 21 percent of classrooms, it was evident/very evident that students had “differentiated learning opportunities and activities that meet her/his needs” (A1). Furthermore, these data revealed it was evident/very evident in 23 percent of classrooms that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs” (C5). A process for monitoring data, including curriculum, instruction and assessment would support teachers as they planned for instructional practices, including the intentional planning for differentiated learning experiences to address the needs of all students. A formal and consistent process for monitoring the implementation of instructional practices would ensure students were provided alternative instruction and feedback appropriate for individual needs.

Stakeholder Survey Data:

Stakeholder feedback data revealed that 85 percent of staff members agreed/strongly agreed with the statement, “Our school’s leaders hold all staff members accountable for student learning.” Subsequently, 87 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.” Seventy-three percent of staff members agreed/strongly agreed with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning,” indicating a significant portion of stakeholders could not confirm consistent or systematic application in the monitoring of instructional practices across the school. A formal and consistent process for monitoring instructional practices through supervision and evaluation, beyond classroom observations, could align curriculum with school values and beliefs about teaching and learning, and guarantee all faculty members teach from an approved curriculum, directly engage with all students in the oversight of their learning and use content-specific standards of professional practice.

Stakeholder Interview Data:

Stakeholder interview data revealed that instructional practices were not consistently monitored. Interview responses provided minimal evidence of a clear understanding for implementing differentiated instructional practices aligned to the achievement level of students. Teachers also stated that administrators sometimes attend professional learning community (PLC) meetings. Many teachers shared with administrators their PLC meeting minutes via One Drive. Teachers also reported that they sometimes received feedback on PLC work. Interview data revealed a plan that directed all administrators each day to conduct a minimum of five “Power Walks” focused on the implementation of the “The Fundamental Five: The Formula for Quality Instruction” framework. In addition, interview data revealed that school leadership soon planned to engage in coaching and mentoring sessions with all departments about data derived from these classroom walkthroughs. Many teachers confirmed that “Power Walks” had occurred and administrators visited their classrooms; however, most teachers had not received specific, individual feedback to help improve instructional practices.

Documents and Artifacts:

A review of the documents and artifacts (e.g., freshman mentors, student check-in sheets, Iroquois High

School Writing Plan, September Learning Walk Classroom Visit Matrix 16-17 Updated 1, IHS 2016-17 September Pupil Engagement Report, Lesson Framing Report) indicated a foundation existed to monitor and support the improvement of instructional practices of teachers to ensure student success; however, the school provided limited evidence showing the existence of a consistent process for monitoring instructional practices through supervision and evaluation procedures.

Improvement Priority

Develop, communicate to all stakeholders and implement a process to collect, analyze and use individual student achievement data to specifically and systematically monitor student learning and school improvement goals.

(Indicator 5.5)

Primary Indicator

Indicator 5.5

Evidence and Rationale

Stakeholder Feedback Data:

Stakeholder survey data revealed 48 percent of students agreed/strongly agreed with the statement, “My school shares information about school success with my family and community members,” suggesting nearly half of the students could not confirm the existence of this practice. Similarly, 57 percent of parents agreed/strongly agreed with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals.” Conversely, 83 percent of staff members agreed/strongly agreed with the statement, “Our school leaders monitor data related to student achievement.” Also 85 percent of staff members agreed/strongly agreed with the statement, “Our school leaders monitor data related to school continuous improvement goals.” Student, parent and staff survey data revealed some discrepancies related to the communication of information about student learning, the conditions that support learning and the achievement of school improvement goals.

Stakeholder Interview Data:

Interview data revealed that although the principals stated there was a schoolwide professional learning community (PLC) process, most teachers could not articulate the PLC process. The principal stated PLCs “go on in most of the building.” Some teachers indicated they “meet weekly” and “look at test data,” but most could not explain how PLC meetings impacted instruction or student achievement. An effectively implemented and rigorously monitored PLC process provides teachers an arena in which they can identify and develop plans to address student learning needs.

Furthermore, parents and students typically could not confirm the consistent communication of comprehensive information related to student learning, conditions that support learning or the achievement of school improvement goals.

Documents and Artifacts:

A review of school newsletters and the “A Common Instructional Process” document, inclusive of additional PLC and Classroom Instructional Framework (CIF) tools, suggested school leadership had established systems to monitor and communicate comprehensive information to stakeholders, but application of these systems was inconsistent. Team Members observed data boards; however, displayed data were not current. PLC documents revealed templates were provided for groups to establish goals, roles and norms. Observations of multiple PLC meetings revealed teachers generally used this time for common planning. In addition, the Team noted teachers seldom used common protocols.

Improvement Priority

Implement the established instructional process in all classrooms with fidelity. The instructional process should include the use of 1) exemplars and specific, immediate feedback to guide and inform students of learning expectations and standards of performance and 2) multiple measures, including formative assessments, to guide the ongoing modification of instruction and provide data for possible curriculum revision.

(Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in an attachment to this report, revealed scores significantly below state averages on End-Of-Course (EOC) assessments in English II, Algebra II, Biology, U.S. History, writing and language mechanics. In addition, student scores decreased over the past two testing cycles. For example, 13 percent of students scored at the proficient or distinguished level in English II in 2015-2016 compared to 25.9 percent in 2014-2015. In U.S. History 36 percent of students reached proficient or distinguished compared to the previous score of 37.8 percent. In writing, 11.7 percent of students scored proficient or distinguished compared to the prior score of 19.1 percent, and in Algebra II, 24.2 percent of students reached the proficient or distinguished levels compared to the previous score of 25.6 percent. Two content areas showed an increase in the percentage of students who scored proficient or distinguished over the previous two testing cycles; however, those increases were small. Recent biology results, for example, showed 17.6 percent of students reached proficient and distinguished in the most recent assessment, which is only slightly better than the 14.7 percent from the previous year. Likewise, in language mechanics, 15.6 percent of students reached the proficient or distinguished levels in 2015-2016 while in the previous year, only 11.3 percent of students reached that level.

Classroom Observation Data:

Classroom observation data, as detailed previously in the Teaching and Learning Impact section of this report, suggested the district had created a student assessment system. Teachers, however, rarely used classroom

assessment data to inform instructional decisions. For example, it was evident/very evident that students were “tasked with activities and learning that are challenging but attainable” (B2) in 46 percent of classrooms. Classroom observation data also revealed that it was evident/very evident in 26 percent of classrooms that students were provided with “exemplars of high quality work during instructional time” (B3). Furthermore, it was evident/very evident in 25 percent of classrooms that students were “asked or quizzed about individual progress/learning” (E1). Instances of students who demonstrated or verbalized understanding of the lesson/content were evident/very evident in 17 percent of classrooms (E3).

Stakeholder Feedback Data:

Stakeholder feedback data indicated that 68 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum,” suggesting a third of stakeholders could not confirm the use of multiple assessment measures to adjust instruction and revise curriculum. Additionally, 56 percent of parents agreed/strongly agreed with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught.” However, when interviewed, staff members could not articulate how they used data from multiple assessments measures to inform classroom instructional practices and address individual student learning needs.

Stakeholder Interview Data:

Stakeholder interview data indicated that faculty and staff sometimes discussed common assessments, but these conversations were inconsistent across all departments. Interview data indicated that teachers did not consistently review assessment results and use data to guide continuous improvement. Staff interview data revealed little to no evidence of differentiated instructional practices aligned to the achievement level of students. While the principal articulated a common instructional process and expectations (e.g., The Fundamental Five, PDSA Cycle: Plan, Do, Study, Act) existed, few teachers could explain how these processes routinely impacted their instruction.

Documents and Artifacts:

A review of documents and artifacts, including OneDrive shared folder items (e.g., PLC information, Powerwalk data, eleot® comparisons, Instructional Framework Fun 5 Cheat Sheet, 30/60/90 day plan for Novice Reduction, Literacy Team evidence) revealed the existence of protocols for the analysis of data; however, the Team found little evidence showing how collected data were used to diagnose student learning and effectively adjust instructional practices. Documents provided by the school and reviewed by the Team revealed a specific PLC protocol and processes for use in analyzing student work, yet the Team discovered little evidence to indicate teachers used these documents to identify student learning needs and inform instructional practices.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction 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 school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	1.86
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.14
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score
Questionnaire Administration	4.00
Stakeholder Feedback Results and Analysis	3.00

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 school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.14
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.14
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.29
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.14

Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	1.86

Conclusion

Iroquois High School staff members approached the Diagnostic Review with open minds and the desire to use Team findings as part of their continuous improvement. They willingly completed the Self Assessment and analyzed student performance and stakeholder feedback data. The Self Assessment process provided the school with the opportunity to identify strengths as well as potential areas for improvement.

During the principal presentation, the Team learned that the principal has formed a committee to assist in the redevelopment of a mission and vision for the school, because he "wanted it to be more than words, but lived everyday throughout the school." Also during the presentation, the principal explained that initially he wanted to change the school culture and the perception of the staff and community. The principal stated that during his first year his primary goal for staff members was to "establish personal relationships with the students, recognize students who were making an effort and identify standards for what students are supposed to learn." Therefore, his initial focus was to provide support services to students and their families through the implementation of a Parent Center. One reason the Parent Center was established was to ensure parents had ongoing access to their child's academic performance even when there was not a computer in the home. In addition, the principal increased communication with parents using Twitter and other electronic venues to deliver information about the school. The school established an official partnership with the Louisville Rotary Club, which provided mentors to the students and up to \$10,000 in scholarships for those students who met the established criteria. In addition, the Louisville Rotary Club had been instrumental in establishing additional community partnerships to support the school's "Work Ethic" seal. Partnerships had been established with the United Postal Service (UPS), Norton Healthcare, Malone Staffing, Tenarus, Kelly Staffing, General Electric (GE), Toyota, Adecco, Kentuckiana Works, Kentucky Health and Wire Crafters.

The school's Career and Technical Education (CTE) Program, in partnership with Skills USA, Kentuckiana Works and Builders International Association, built two "He/She Sheds" that were on display at the Kentucky Home and Garden Show. These sheds were purchased by general spectators attending the show. Further, for two consecutive years, the school received a Lowe's Grant that funded phase one and two of the school's outdoor amphitheater.

Student Performance data, as indicated in an attachment to this report, showed the school had not met its Annual Measurable Objective (AMO) for the last two testing cycles. Rather, the school AMO score declined from 56.3 in 2014-2015 to 42.5 in 2015-2016. Subsequently, the school also failed to meet its Graduation Rate Goal for either year.

The Team learned that the school was in the initial stage of several recently implemented initiatives. With that noted, the words "consistency" and "monitoring" frequently emerged during interviews with staff. The school had continued with the Fundamental Five framework, which was introduced in 2014 by a previous administrator. With this focus, the five instructional elements were the foci towards instructional improvement; Framing the Lesson, Providing Reinforcement and Recognition, Working in the Power Zone, Frequent Small Group Purposeful Talk and Critical Writing. During the summer of 2016, teachers participated in four days of training that was funded by a School Improvement Grant (SIG), In addition to the Fundamental Five

framework, a walkthrough system called 'PowerWalks' 'was implemented to monitor progress made towards reaching academic goals and to provide administrators with data to make informed decisions about master scheduling, instructional needs and professional development needs. Although, administration and other identified staff members completed 'PowerWalks,' teachers revealed that individual teacher data had not been shared. Thus, little to no data were available to measure the degree to which instructional practices improved. Further, the presence of high impact strategies (e.g., using exemplars, informing students of learning expectations, regularly using formative measures in the classroom to provide feedback, providing rigorous instructional activities, differentiating instruction) were not consistently observed. Additionally, teachers generally were not able to clearly articulate a consistent, schoolwide instructional process. The principal pointed to several activities that should be seen in the classroom; however, observations did not reveal the presence of these practices in most classrooms. Rather, the Team found a lack of consistency that may be attributed to the limited amount of monitoring of instructional and behavioral expectations. Even though several teachers shared that walkthroughs were conducted, teachers seldom received feedback about their individual performance.

Even though a Positive Behavior Intervention Supports (PBIS) team had been established, teacher and student interviews revealed inconsistent implementation of the established PBIS guidelines. Students usually stated they were unaware of the PBIS expectations. In addition, student behaviors in hallways and classrooms revealed that teachers often failed to adhere to established guidelines, resulting in student misbehaviors. The implementation of the PBIS program would be one way to curtail disciplinary infractions.

The Diagnostic Review Team concluded that a need existed for the school to establish a pervasive culture that promotes high academic and behavioral expectations. During the Review, Team Members seldom observed challenging or rigorous instruction. Even though the Well Managed Learning Environment was one of three highest rated, the Team frequently witnessed students openly being defiant or unruly during class and transitions. Parents, staff and students expressed concern about the safety and cleanliness of the school. A culture of high expectations could translate into stakeholders having a sense of pride and ownership in what happens at Iroquois High School. The principal should lead and nurture the development of a pervasive positive and collaborative culture. Once expectations have been clearly established, ongoing monitoring of the work should occur to ensure practices are consistently implemented with fidelity.

The Team found minimal evidence that a results-driven continuous improvement process had been established. However, many current initiatives that, when carefully aligned and consistently implemented and monitored, could lead to improved student performance in all areas. The school would benefit from embedding collaborative and data-driven practices and processes into the daily routines of the school. As staff members work together and use common powerful practices, their sense of ownership will empower them to grow as professionals and impact student achievement.

The Review Team has identified the following Improvement Practices as actions that will facilitate the growth processes at Iroquois High School:

- 1) Develop and implement a systematic process for school leaders to formally and consistently monitor and

support improvement of teacher instructional practices to ensure the academic success of all students.

(Indicator 3.4)

2) Implement the established instructional process in all classrooms with fidelity. The instructional process should include the use of 1) exemplars and specific, immediate feedback to guide and inform students of learning expectations and standards of performance and 2) multiple measures, including formative assessments, to guide the ongoing modification of instruction and provide data for possible curriculum revision.

(Indicator 3.6)

3) Develop, communicate to all stakeholders and implement a process to collect, analyze and use individual student achievement data to specifically and systematically monitor student learning and school improvement goals. (Indicator 5.5)

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 systematic process for school leaders to formally and consistently monitor and support improvement of teacher instructional practices to ensure the academic success of all students.
- Develop, communicate to all stakeholders and implement a process to collect, analyze and use individual student achievement data to specifically and systematically monitor student learning and school improvement goals.
- Implement the established instructional process in all classrooms with fidelity. The instructional process should include the use of 1) exemplars and specific, immediate feedback to guide and inform students of learning expectations and standards of performance and 2) multiple measures, including formative assessments, to guide the ongoing modification of instruction and provide data for possible curriculum revision.

Addenda

Team Roster

Member	Brief Biography
Dr. Rechel M. Anderson	<p>Dr. Rechel M. Anderson currently serves as the Director of Curriculum and Instruction for Marion County School District. She has teaching experience at all levels K-12 in both rural and urban settings. Dr. Anderson's administrative experience includes being an Assistant to the Principal, Assistant Principal, and Principal. She is a professional educator with nineteen years of experience in the field of education. Dr. Anderson also serves on the Center for Educator Recruitment, Retention, and Advancement (CERRA) Board of Directors as well as the Executive Board, and the Coker College Alumni Board. Dr. Anderson holds a Bachelor of Arts in Elementary Education, a Masters degree in Elementary Education, a Masters degree in Educational Leadership, and a Ed.D. in Educational Leadership.</p>
Mrs. Julia Marie Rawlings	<p>Julia Rawlings is currently the Educational Recovery Director for the Kentucky Department of Education. In this role, her primary responsibility is to work collaboratively to support priority schools in the East Region by developing partnerships with universities, educational agencies, and external stakeholders.</p> <p>Prior to work with the Kentucky Department of Education, Mrs. Rawlings was a central office administrator for Fleming County Schools, a rural school district in north eastern Kentucky. Her duties included Title 1, Limited English Proficiency, Preschool, and Curriculum/Assessment/Instruction. Mrs. Rawlings has also served as a state science consultant and a high school classroom science teacher.</p>
Dr. Michael Dewayne Dailey	<p>Dr. Michael D. Dailey is the Associate Director for Student Achievement and Support. Specifically, Dr. Dailey leads and guides Federal, State, and Magnet Programs for Fayette County Public Schools. The services offered through the aforementioned office include Gifted/Talented and English Language Learning Services, World Language Programs, Magnet and Special Academic Programs, as well as the facilitation of the Migrant Education Program Services. Michael joined the Fayette County Public School family after 13 years at the Kentucky Department of Education where he served in various roles including but not limited to: Director of Next Generation Professionals, Achievement Gap Coordinator, Project lead for closing the achievement gap initiative, and the Coordinator of the Instructional Technology Leadership Program.</p>
Ms. BJ Martin	<p>Ms. BJ Martin currently works as an Education Recovery Leader with the Kentucky Department of Education. She began her career as an elementary teacher, later serving in roles as principal at the elementary, middle and high school levels. She has held several district administrative positions, working as a curriculum coach and instructional supervisor in Estill and Shelby Counties and gifted coordinator/district assessment coordinator for Eminence Independent Schools. Ms. Martin earned a Bachelor of Science Degree in teaching from Eastern Kentucky University, where she also holds Master's Degrees in Library Science and Instructional Leadership. Her work with the Kentucky Department of Education has afforded her the opportunity to serve schools and districts previously as a highly skilled educator, and most recently as an education recovery staff member, assisting priority and focus schools across the Commonwealth.</p>

Member	Brief Biography
Mr. Timothy Hollis Melton	<p>Tim Melton is currently the Principal at Williamsburg Independent School in Williamsburg, Kentucky. Before his time at Williamsburg, Tim was principal at Knox Central High School in Barbourville, KY. Tim has served as a high school math teacher, curriculum specialist and assistant principal. Tim hold a Bachelors of Secondary Education, a Masters degree in Education and a Rank I in Educational Leadership.</p>
Mrs. Rebecca Shearer	<p>Rebecca Shearer is a 1998 graduate of Eastern Kentucky University and has served as an educator for the past eighteen years in the Lincoln County School System. She taught for thirteen years in the special education department at Lincoln County High School in both resource and collaboration classrooms. Additionally, she has served at both the school and district level as special education facilitator managing the day to day operations of the special education program. Rebecca is currently serving the students and staff of Lincoln County High School as Academic Performance Consultant where she works with individual teachers and professional learning communities to improve the professional practices in the classroom.</p>
Mr. Todd Watts	<p>Mr. Todd Watts has served in the education profession for seven years. He holds a bachelor's degree in English/Secondary Education and a master's degree in school administration. After receiving his initial teaching certification, he taught English/Language Arts at Mason County High School in Maysville, KY from 2009-2015. During his tenure at Mason County, he taught courses in English 9, English 10, Pre-AP English 10, AP English Language/Composition, and Speech & Drama. Mr. Watts also served as a Ron Clark Teacher Leader, a district initiative where teachers attended the Ron Clark Academy and shared expertise in engaging classroom environments, curriculum, and instructional strategies.</p> <p>He currently serves as the assistant principal of Fleming County High School in Flemingsburg, KY.</p>

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.

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Attachments

The following attachments have been included in this report.

1. Diagnostic Review Team Schedule- Final
2. Student Performance Team Worksheet- Final
3. Stakeholder Survey Plus/Delta- Final
4. Leadership Assessment Addendum- Final

**Diagnostic Review Schedule
(Iroquois High School)
4615 Taylor Blvd.
Louisville, KY 40215**

Tuesday – November 29, 2016

Time	Event	Where	Who
2:00 p.m.	Combined Interview with Director of Priority Schools Office and Chief Academic Officer	Hotel Conference Room	Lead Evaluator and Co-Lead Evaluator
4:00 p.m.	Hotel Check-in (official check-in time) <i>Early check-in may be permitted, but not a guarantee</i>	Hotel	Team Members
4:15 p.m. – 4:30 p.m.	Orientation and Planning Sessions	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:30 p.m.	Principal's Overview Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 8:30 p.m.	Evening Work Session #1 <ul style="list-style-type: none"> Review initial Indicator ratings Review Team schedule and individual Team Member Responsibilities Review classroom observation procedures, overview of eleot® and interview schedule Review and discuss performance data, Stakeholder Survey data, Self-Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the institution Prepare questions for principal & stakeholder interviews Review Monday's schedule, and discuss review logistics 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – November 30, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
6:50 a.m.	Depart Hotel	Hotel Lobby	Team Members
7:20 a.m.	Team arrives at Iroquois High School	School office	Diagnostic Review Team Members
7:20 a.m. – 7:40 a.m.	Team Sets Up In Workroom	Team Workroom (Room 120)	Diagnostic Review Team Members
7:40 a.m. – 8:15 a.m.	Classroom Observations, Stakeholder Interviews, Review of Artifacts and Documentation		
8:15 a.m. – 9:15 a.m.	Principal's Interview with Diagnostic Review Team	Team Workroom (Room 120)	Diagnostic Review Team Members
9:15 a.m. –	Classroom Observations, Stakeholder Interviews, Review of Artifacts and Documentation	Team Workroom, Classrooms, Conference Room	Diagnostic Review Team Members
11:35 a.m. – 12:05 p.m.	Lunch (Individual Team Members)	Team Workroom	Diagnostic Review Team Members
12:10 p.m. – 3:30	Classroom Observations, Stakeholder Interviews, Review of Artifacts	Team	Diagnostic

p.m.	and Documentation	Workroom, Classrooms, Conference Room	Review Team Members
3:30 p.m.	Team Departs School		Diagnostic Review Team Members
4:00 p.m. – 5:15 p.m.	Team returns to hotel (after dismissal) and has dinner on their own		Team Members
4:30 p.m. – 5:00 p.m.	Interview with Education Recovery (Iroquois High School)	Hotel Conference Room	Dr. Anderson
5:15 p.m. – 8:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> • Review eleot® observations and results • Reflect on data, observations, and interviews • Review Individual second ratings for all indicators • Discuss potential Powerful Practices, Opportunities for Improvement*, and Improvement Priorities, and Data points to support each one • Team Members draft Improvement Priorities, Opportunities for Improvement*, or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback. • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

Thursday – December 1, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
6:50 a.m.	Depart Hotel	Hotel Lobby	Diagnostic Review Team Members
7:20 a.m.	Team arrives at Iroquois High School	School/Team Workroom	Diagnostic Review Team Members
7:40 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations and Common Area Observations	Classroom, Team Workroom	Diagnostic Review Team Members
11:35 a.m.- 12:05 p.m.	Lunch (Individual Team Members)	Team Workroom	Diagnostic Review Team Members
3:30 p.m. – 5:00 p.m.	Team returns to hotel (after dismissal) and has dinner on own		
5:00 p.m. – 8:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> • Reflect & review findings from the day • Review final eleot® Learning Environment Results • Team Members determine individual final ratings for all standards and indicators • Review documents and artifacts • Finalize Improvement Priorities (indicators rated at 1 or 2) • Write evidence for Learning Environment narrative • Write evidence for Improvement Priorities 	Hotel Conference Room	Diagnostic Review Team Members

Friday – December 2, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
6:45 a.m.	Check out of hotel and departure for school	Hotel	Team Members
6:50 a.m.	Depart Hotel		
7:20 a.m.	Team Arrives at Iroquois High School		Diagnostic Review Team Members
7:40 a.m. – 8:15 a.m.	Final Team Work Session - Begins		
8:15 a.m. – 9:15 a.m.	Kentucky Department of Education Leadership Determination Session	Iroquois High Team Workroom (Room 120)	Diagnostic Review Team Members & Kentucky Department of Education
9:15 a.m. – 10:30 a.m.	Final Team Work Session - continues Team Members review all components of the Diagnostic Review Team's findings including: <ul style="list-style-type: none"> • Final ratings for standards and indicators • Coherency and accuracy of the Improvement Priorities • Detailed evidence for all of the findings • Write, review, and edit eleot summary statements and narrative by learning environment • Complete Expense Report 	Team Workroom	Diagnostic Review Team Members
10:30 a.m.	Departure		Diagnostic Review Team

Student Performance Team Worksheet Template for High Schools

School Name: Iroquois High School

I. Use the School Report Card (SRC) from 2015 and 2016 to fill in the school's AMO data in the chart below. Data is found on the Accountability tab in the SRC. Then analyze the data to craft 1-2 pluses and 1-2 deltas about student performance at the school. *Should not make comparisons between the two charts since calculations have changed since last year. You can examine data across a row in a single chart.

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	48.8	49.8	45.2	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	58.5	59.5	56.3	No	Yes	No

Plus

Data from the School Report Card indicates that Iroquois High School met the Participation Rate Goal in both 2015-2016 and 2014-2015.

Delta

Student performance data, as indicated in the School Report Card, shows the school did not meet its Annual Measurable Objective (AMO) for the last two year testing cycles, and in fact, the school AMO score declined from 56.3 in 2014-2015 to 45.2 in 2015-2016. Subsequently, the school also did not meet the Graduation Rate Goal for either year.

II. Use the School Report Cards (SRC) from 2015 and 2016 to fill in the percentages of students at the school who scored at the proficient/distinguished (P/D) levels in the chart below. (Data is from KPREP and KPREP EOC scores, found on the Assessment tab in the SRC.) Percentages at the state level are provided. Then analyze the data to craft 1-2 pluses and 1-2 deltas about student performance at the school.

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	25.9	56.8	13.0	56.5

Algebra II	25.6	38.2	24.2	42.3
Biology	14.7	39.7	17.6	37.6
U.S. History	37.8	56.9	36.0	59.2
Writing	19.1	50.0	11.7	43.5
Language Mech.	11.3	51.6	15.6	54.4

Plus

School Report Card data indicates Biology scores increased from 14.7 in 2014-2015 to 17.6 in 2015-2016, although the scores fell below state averages both years. Language Mechanics increased from 11.3 in 2014-2015 to 15.6 in 2015-2016, but also fell below state averages for both years.

Delta

Data from the 2015-2016 School Report Cards demonstrates that scores in English II, Algebra II, U.S. History and Writing fell below state averages for both years, and also declined from one year to the next.

III. Use the School Report Cards (SRC) from 2015 and 2016 to fill in the percentages of students meeting benchmarks on the ACT from students at the school. (Data is found on the Assessment tab in the SRC.) State-level percentages are provided. Then analyze the data to craft 1-2 pluses and deltas about student performance at the school.

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	19.0	55.3	17.8	54.3
Math	15.2	38.1	14.4	39.7
Reading	15.2	47.4	17.2	49.2

Plus

Data from School Report Cards for 2015 and 2016 show an increase in students meeting benchmarks on the ACT Reading Assessment from 15.2 in 2014-2015 to 17.2 in 2015-2016.

Delta

According to School Report Card data, the percentage of students meeting benchmarks in English and Math declined from 2014-2015 to 2015-2016. The percentage of students meeting benchmark on the ACT Assessment was below state average in all content areas.

IV. Use the School Report Card from 2015-2016 to fill in the Proficiency/Gap and CCR/Graduation Delivery target information in the two charts below. (To locate this information, go to the Delivery Targets tab in the SRC, then click the Proficiency/Gap tab, the CCR tab, and the Graduation Rate tab. On the Proficiency/Gap tab, to find the Gap Delivery target, click the “High School—All Students” link on the left of the chart, then scroll down to find the Non-duplicated Gap Group). Analyze the data in the charts to craft 1-2 pluses and deltas about student performance at the school.

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	38.3	18.9	No	37.9	18.9	No
Reading	39.0	13.2	No	38.2	12.8	No
Math	37.7	24.5	No	37.7	24.9	No
Science	36.2	16.8	No	36.3	15.1	No
Social Studies	38.2	35.8	No	37.1	34.0	No
Writing	39.8	12.2	No	39.4	11.7	No

Plus

Delta

The Proficiency Delivery Targets were not met in any content area, and the school did not meet its delivery target in any content area.

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	47.7	45.8	68.5	No
Graduation Rate (for 4-year adjusted cohort)	75.2	73.3	88.6	No

Plus

Delta

The Delivery Targets for both College and Career Readiness and Graduation Rate were not met for the 2015-2016 year and fell below the actual state averages.

V. In the next section you will be analyzing Program Review data, which can be found on the School Report Card. Currently, there are three Program Review areas included in accountability: Arts and Humanities, Practical Living/Career Studies, Writing and Global Competency/World Languages (Only high schools are accountable for Global Competency/World Languages - elementary and middle schools will be entering data this school year).

- There are four identical standards across all three program reviews. Those standards are: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Development, and (4) Administrative/Leadership Support. Further, each standard is organized with demonstrators, and each demonstrator has a number of characteristics. A rubric guides the scoring.
- For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 (0 – Non-Existent, 1 – Needs Improvement, 2 – Proficient, and 3 – Distinguished)
- For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review
- Below 8 is Needs Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished

Fill in the chart with the scores for each standard and then analyze the data to craft 1-2 pluses and deltas about program review scores at the school.

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	1.94	2.00	2.00	2.10	8.0	Proficient
Practical Living	2.13	2.00	2.00	2.00	8.1	Proficient
Writing	2.00	2.13	2.88	2.71	9.7	Proficient
World Language and Global Competency*	1.77	1.67	1.50	1.85	6.8	Needs Improvement

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

Plus

Program Review Scores for 2015-2016 show a “Proficient” rating in Arts and Humanities, Practical Living and Writing.

Delta

2015-2016 Program Review scores indicate a “Needs Improvement” rating in World Language and Global Competency. World Language and Global Competency received the lowest performance ratings in all standards.

Attachment

KENTUCKY – DIAGNOSTIC REVIEW REPORT

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 (+) that were identified through the survey process as well as leverage points for improvement (Δ). Only the most pertinent items supporting the findings of the Diagnostic Review are listed. This is not an exhaustive listing of items from all stakeholder feedback surveys.

Teaching and Learning Impact

(Standards 3 and 5)

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

1. 92 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

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

1. 56 percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."
2. 62 percent of staff agreed/strongly agreed with the statement, "All teachers in our school provide students with timely feedback about their learning."
3. 68 percent of staff agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."
4. 66 percent of students agreed/strongly agreed with the statement, "My school gives me multiple assessments to check my understanding of what was taught."
5. 64 percent of students agreed/strongly agreed with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."
6. 62 percent of students agreed/strongly agreed with the statement, "All of my teachers provide me with information about my learning and grades."
7. 58 percent of parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."
8. 48 percent of students agreed/strongly agreed with the statement, "My school shares information about school success with my family and community members."

Leadership Capacity

(Standards 1 and 2)

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

1. 97 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 92 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and belief that guide decision-making."

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

1. 63 percent of students agreed/strongly agreed with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."
2. 56 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."
3. 54 percent of students agreed/strongly agreed with the statement, "In my school, a high quality education is offered."
4. 66 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes."

Resource Utilization

(Standard 4)

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

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

1. 38 percent of students agreed/strongly agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
2. 49 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."



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 Iroquois High School.

Improvement Priority 1

Indicator 3.8	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.43	1.50	2.00

3.8 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Analyze root causes for the lack of parental involvement in the school. Use the results of this analysis to design, implement and evaluate programs that engage families in meaningful ways in their child's education and keep them informed of their child's learning progress. Create a system that regularly monitors and communicates comprehensive information about school improvement goals and student learning to parents and other stakeholder groups.		
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:

School Based Decision Making Advisory Committee (SBDM) Minutes, Parent Teacher Student Association (PTSA) Minutes, One Call Messages to Parents/ Students/ Teachers, Infinite

Campus, Parent Portal usage report, Parent Teacher Conferences sign in sheets, Open House Sign in Sheets, Programs offered for families, College Night Sign in Sheets, Newsletters, Parent Center, Twitter

School Supporting Rationale:

Programs that engage families in their children's education are available. School personnel provided information about student's learning.

School Based Decision Making Advisory Committee- The SBDM is an opportunity for teachers, parents, administration, and other stakeholders to have input on important school goals and policies and to develop ways to support these and other initiatives. Our SBDM is composed of at least one parent, three teachers and an administrator.

Parent Teacher Student Association- The association has been rebooted this school year. Elections were held and a new leadership team has been selected. The PTSA is comprised of parents, teachers, and students collaborate in an effort to support and enhance every student's educational experience. The association is in the process of trying to increase its membership by trying to recruit more parents and students. Since transportation can be an issue when it comes to parents and students being able to attend PTSA meetings, they are also discussing moving to various community sites off-campus to conduct meetings.

Open House- Over 250 people attended Open House at the opening on September 13, 2016. They were able to gather information on resources that are available to our students and their families through our school and to meet their student's teachers. These included anything from extra-curricular activities to academic supports. This gave parents an opportunity to not only meet their student's teachers, counselors, and administrators but also become familiar with the academic expectations that will be required of their students.

One Call Message System/ Newsletters/ Twitter- These methods are used to communicate with parents about events, news, policies, etc. Newsletters generally accompany each report card home. One call is a messaging system that allows us to send mass blasts of information via emails and/or text messages to the entire school family or targeted groups. Twitter is generally used to share positive, in the moment information with our stakeholders.

College Night/ FASFA- College night is designed for the families of graduating seniors. The counselors collaborate with admission officers, financial aid specialists, FASFA experts and the like to provide parents and guardians information on preparing their student(s) for post-secondary options and opportunities. This also allows parents a chance to have their questions answered. Over 30 parents were in attendance at this year's event that was held on September 29, 2016. In November we will be hosting a FASFA night where students and parents can complete this important step in preparing financially to continue their education.

Special Programs Offered for Families- A host of special programs are offered to our students and their families. They range from physical, mental, or academic support to ways to get involved in their community. They are detailed in the evidence sheet titled 16-17 Programs.

Parent Center- A parent resource center has been created in the front offices for parent/guardians to use to check school information on student progress, attendance, print necessary documents, complete volunteer activities. The resources center has computers and a printer. Parents have been notified of its existence via Twitter, One Call, and a newsletter. Moving forward we intend to keep more detailed records of how often parents are taking advantage of this resource and to do more work in getting the word out about the resource.

Infinite Campus/ Parent Portal- Teachers are required to frequently update student's grades through this online grading system. Parents and students are able to access information about students' grades and attendance by creating log-ins on the students or parent portal. Teachers, parents, and students are also able to send messages to each other through the system. 449 of our parents have an account with system and we average about 273 logins per week. We intend to encourage more parents to join, by creating opportunities to sign up at our upcoming school events.

Parent Teacher Conference- Parent Teacher Conferences are held once in the fall and once in the spring. During this time parents, students, and teachers meet to discuss their student's progress in their courses. We have not traditionally had a huge turn-out to these face-to-face events, but teachers have been able to use this time to conference with parents over the phone as an alternative.

School Website-We are also in the process of preparing a new school website that will be an invaluable resource for informing our stakeholders on what is going on in our school. As we are transitioning to a new platform, we have hit some roadblocks in getting it up and running that we are still working through.

Team Evidence:

School Based Decision Making Advisory Council (SBDM) meeting agendas and minutes, Parent Teacher Student Association (PTSA) meeting agendas, interview data from PTSA Officers and SBDM Parent Representative, One Call messages to parents/students/ teachers, Infinite Campus, Parent Portal usage report, Parent Teacher Conferences sign In sheets, Open House sign in sheets, list of programs offered for families, College Night sign in sheets, newsletters, Parent Center, Twitter

Team Supporting Rationale:

The Advisory Council served as the governing body of the school. Two parent representatives were elected to serve terms on the council. During his presentation, the principal acknowledged that only one of these two representatives regularly attended meetings. The council was required to hold monthly meetings; however, a review of artifacts suggested that the council had only met six times during the last twelve months.

The school's Parent Teacher Student Association (PTSA) was comprised of over 60 members who met monthly to plan activities to support the school. The organization held monthly activities to recruit new members, such as showcases during open house nights and monthly meetings off campus at local restaurants and other venues. The organization sponsored several events this school year, such as Family Date Night, but suggested that participation was low.

There had been several scheduled events for families this school year, but evidence suggested that attendance had been poor. Open House was held on September 2016, and 225 people representing the 1,127 households within the school attended. Family members were given opportunities to meet their child's teachers and receive additional resources to support their child at home. The school recently hosted a College Night where families could learn about financial aid and post-secondary opportunities, but participation was limited with 30 parents represented, as evidenced in the online artifacts from February 29, and March 1, of 2016.

Families sometimes received communication from the school in various formats (e.g., newsletters, One Call messages, Twitter), but few opportunities for two-way communication existed. Nearly 500 parents had signed up to access Parent Portal through Infinite Campus, and some parents suggested that they accessed their child's grades and attendance reports on a regular basis. Parents of athletes suggested that the school monitored grades regularly and communicated with them if issues emerged. In his presentation, the principal spoke of the school's Parent Center, located in the lobby of the school, where families without Internet at home could access their child's records, but he also acknowledged they rarely used the facility.

Improvement Priority 2

Indicator 3.3	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.57	1.50	2.00

3.3 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop new strategies (e.g., professional development, improved monitoring, peer coaching, development of model lessons) to support all teachers in providing authentically engaging, personalized and varied instructional strategies that will ensure achievement of learning expectations.		
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:

Fundamental 5 data and training materials, Professional Learning Communities (PLCs), Literacy Plan, Rigor and Relevance training, Standards-based grading training

School Supporting Rationale:

Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. The entire school is engaged in applying the principals of the Fundamental 5. This program, based on a book by the same name, has teachers focusing on the research-based, high-yield practices of:

1. posting their **learning targets** and **closing tasks** daily,
2. teaching in the **power zone** as often as possible,
3. focusing on the strategies of **small groups purposeful talk, critical writing, reinforcement, and recognition.**

We have also opened up the focus to consider rigor and relevance components as well. The administration team conducts classroom surveys looking for the implementation of these

strategies, and part of our professional development plan is centered around improving in these areas.

Iroquois applied for a Summer Learning SIG grant which we were awarded to provide training for teachers in the areas of Rigor and Relevance (R and R) and Standards-based Grading (SBG). Several PLC teams who attended the standards-based grading training this summer are in the process of implementing the approach to grading in their courses. The English 1, 3, 4, Biology, Integrated Science 1B, Algebra 1, Geometry, and Algebra 2, are all focused on some stage of implementing SBG this year.

The teachers who engaged in the rigor and relevance training were introduced to a wealth of instructional strategies that would increase these areas in their classrooms. Teachers from English, science, social studies, art, and math participated in the training. They have been implementing some of them this school year and will be called upon to share their experience and assist other teachers in implementing them in later professional developments.

Iroquois has also adopted a school-wide literacy plan that all teachers have been introduced to and that will be implemented and monitored through their PLCs. The focus during the fall semester will include applying close reading, annotation, and summarization as literacy strategies. In the spring semester, teachers will increase their frequency of using close reading and annotation, and build on their writing by requiring students to write paragraphs that include evidence from the texts they have been reading.

All but three (music, business, physical education) of our horizontal PLC teams have a daily planning period that is aligned. They are required to meet formally once a week where the primary focus is data analysis of common formative or summative assessments and student work, planning interventions/ enrichments in response to the data, and check-ins for course alignment. Many of our teams meet informally multiple days during the week to work on lesson planning, assessment development, etc. Additionally all of our vertical and horizontal PLC teams are given at least one Professional Development Tuesday a month to meet afterschool to continue to the work of their PLCs.

Team Evidence:

Standards Based Grading scale posted, Rigor and Relevance training information, Fundamental Five Protocol, Classroom Instruction Framework posted, PLC meeting minutes, Literacy Plan, Quarterly Information, Power Walk Data

Team Supporting Rationale:

Most teachers had been trained on the implementation of the Fundamental Five instructional framework. Teachers sometimes used instructional strategies that required student collaboration, self-reflection and development of critical thinking skills. Teachers sometimes personalize instructional strategies and interventions to address individual learning needs of the students.

Some English, science, social studies, art and math teachers participated in a Rigor and

Relevance training. These teachers had been implementing instructional strategies from this training; however, there was no evidence of a plan for staff members to share their learning from this training with whole staff.

Some teachers participated in the Standards Based Grading training offered by the school. This grading system was continuously implemented in English 1, 3, 4; Biology, Integrated Science, Algebra 1, Geometry and Algebra 2. In some classrooms, the Standards Based Grading scale was posted.

Teachers who shared common planning times participated in a PLC process within their content areas during the school day. Course specific PLC teams were required to meet weekly during this common planning time to focus on data analysis of common formative or summative assessments and student work. Based on teacher interviews, some PLCs met informally during the week to work on lesson planning and assessment development. All vertical and horizontal PLC teams were offered at least one Professional Development Tuesday a month to meet after school to continue the work of their PLCs.

Improvement Priority 3

Indicator 5.3	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.57	1.50	1.83

5.3 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop, monitor and document the effective implementation of a plan for training professional and support staff in evaluating, interpreting and using data. Ensure that this plan includes oversight of rigorous training and assessment of staff in the use of data.		
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:

Data Analysis Protocol Template, Horizontal PLC CFA Data Analysis Protocol (Completed), Vertical PLC Data Analysis Protocol (Completed), ILT Minutes (data analysis), PLC Training on Data Analysis

School Supporting Rationale:

Most PLCs and all of our Core Content PLCs have common planning periods built into the master schedule and an administrator has been assigned to each PLC. The teams are required to meet at least one a week in order to create common formative and summative assessments, design instruction, reflect on data, and plan responses to the outcomes. They submit weekly agendas and minutes, as well as completed data analysis forms when appropriate. Training on how to create, use, and respond to data is being embedded in vertical (same course) and horizontal (same content area) PLCs. We have been focusing on data from Common Formative/ Summative Assessments, district proficiencies, and or district diagnostics in our weekly vertical PLC meetings. Once a month teams meet with their horizontal team to look at school wide data and use it to develop our Comprehensive School Improvement Plan. The Instructional Leadership Team also looks at school wide data with the same purpose in mind. Twice a month Implementation teams meet to update. Moving forward we would like to increase our focus on looking at the strategies we are using to deliver instruction and intervene with students and evaluate their effectiveness.

Team Evidence:

Data Protocol, ILT meeting agenda, Science Data Analysis, Social Studies Data Analysis, Team Data Analysis Protocol, English Data Analysis SRC/Quarterly Report Observations, Iroquois High School Data Analysis (October 2016), PLC observations

Team Supporting Rationale:

Data protocols and data trainings had been developed and documented, but not all departments had implemented the process with fidelity. There was a lack of exemplars of the Data Analysis Protocol Template from every department/team on a weekly basis. English 2, geometry and biology were the only courses with sample PLC data. There was little evidence to support the administration team and implementation team provided consistent oversight of rigorous training and assessment of staff in the use of data.

Improvement Priority 4

Indicator 2.5	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.71	1.50	2.17

2.5 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Develop more effective strategies for communicating with all stakeholder groups (staff, students, parents and community members) by providing opportunities to shape decisions, provide feedback and collaborate on school improvement efforts, serve in meaningful leadership roles, etc. Ensure engagement results in a measurable increase in participation, sense of community, and ownership in the school.		
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:

School Based Decision Making Board (SBDM) Minutes, Instructional Leadership Team (ILT) minutes, ESL CTE Pilot Minutes, Rotary Promise Scholarship Documents, Quarterly Report, Retreat Agenda, Parent Teacher Student Association(PTSA) Minutes, Newsletters, Implementation Teams

School Supporting Rationale:

Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. All teachers, students, and parents are invited to participate in the AdvancEd Diagnostic surveys that allow them to give feedback in the areas of school leadership, instruction, and stakeholder involvement. Students and teachers were invited to participate in these surveys in school. Parents were invited to participate through One Call notification system, our school website, letters home, and when they attended Open House. The information they provided will be

taken into consideration when evaluating and revising our Comprehensive School Improvement Plan. Stakeholders, including school faculty and staff, students, parents, and community leaders are encouraged to participate in the school's improvement efforts by becoming members of the School Based Decision-Making Board and/or members and volunteers with through the PTSA. In order to improve in these areas, we intend have opened a Parent Center in the front office. The PTSA is also hosting a Fall Festival on October that will be open to the community as a way to serve and garner interest in taking a more active role in the school. There is also an Implementation Team that has been designated to monitor and grow support in this area. The Louisville Rotary Club offers mentorship and a scholarship through the Louisville Rotary Promise Scholarship. It is available to any student who graduates with a 2.5 or higher GPA, attendance of 90 percent, and no major disciplinary records. They are able to enroll at Jefferson County Technical Community College to complete an Associate's degree and later enroll at the University of Louisville. Members of the Rotary club mentor qualifying students throughout their high school careers to help keep them on track to receive the honor. Iroquois has also furthered a community partnership through the introduction of the Work Ethics Seal which seeks to reduce the achievement gap by motivating students to make better grades and attend school regularly.

The graduation rate will continue to increase as students meet the Work Ethic Certificate criteria. Part of the Work Ethic Certificate program is to prepare students for the transition from the academic environment to work as well as life Iroquois will be asking business and industry partners to show their support by granting Work Ethic Certification graduates a job interview. An interview may not lead to a hire, but it will give the graduate the priceless experience of an interview. Business partners will grant a Work Ethic Certificate recipient an interview regardless if there is a job opening or not at the business. Recipients will be able to apply for scholarships from post-secondary institutions that have a presence in the Jefferson County community. Participating employers would require proof of the Work Ethics Certificate and or the notation on student transcripts to validate participation in this important and noteworthy program.

Team Evidence:

School Newsletters, Twitter announcement, photos of events, parent sign-in sheets, Rotary Promise Scholarship

Team Supporting Rationale:

School leadership created opportunities for stakeholder participation, communication and involvement to shape decision making. The use of One Call, the school's website, Twitter messaging and the opening of a Parent Center in the main office showed progress toward this priority. Interviews with parents and a review of documents revealed growth in the school's

PTSA. A review of documents revealed evidence of one-way communication, specific announcements and invitations to events. Fewer than 500 parents used the Infinite Campus Parent Portal to access student data. The Team could not confirm that a plan existed to engage and communicate with stakeholders. Interview data and the information from the principal's presentation indicated only one parent participated on the Advisory Council. The Team found limited evidence of two-way communication that created opportunities for stakeholder feedback.

Improvement Priority 5

Indicator 2.1/2.2	2014-15 Team Rating	2016-17 School/District Self- Rating	2016-17 Team Rating
The governing body establishes policies and supports practices that ensure effective administration of the school.	1.86	2.00	2.00
The governing body operates responsibly and functions effectively.	1.14	1.50	1.83

2.1/2.2 Improvement Priority (2014-15)	School Self-Rating	Team Rating
Engage parents and teachers in creating a functional Advisory Council that builds ownership and commitment to the goals, purpose and direction of the school and provides opportunities for feedback regarding 1) improvement planning, 2) allocation of fiscal and human resources, and 3) effective instruction and assessment procedures. Ensure that school policy and practices align with all state and district policies, laws and regulations and that Advisory Council members participate in systematic and formal professional development regarding their roles and responsibilities.		
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	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

School Based Decision Making Advisory Council (SBDM) Bylaws, SBDM Minutes, SBDM Training Records, Programs offered to families

School Supporting Rationale:

We have active SBDM that has policies and practices that support the schools purpose and direction, provides an opportunity for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders with in the school. We do have some stakeholder participation but recognize the need to broaden our reach. Although the Advisory Council meets regularly, it only has one parent representative. School-wide initiatives such as the Fundamental 5, Standards-based grading, the Literacy Plan, etc. are presented to the SBDM for feedback before being implemented. The SBDM members complete online and/ or in person professional development that is provided by JCPS. Minutes from the SBDM meetings will be posted on our school website once it is up and running (we have had some complications with transitioning to a new platform), but are currently available to any stakeholder upon request.

Team Evidence:

School Based Decision Making Advisory Council (SBDM) Bylaws, SBDM meeting minutes, SBDM training records,

Team Supporting Rationale:

A review of documents and interviews suggested the governing body was not operating responsibly or functioning effectively. The governing body had established some polices and support practices that ensured effective administration of the school and the governing body; however, there was still work that needs to be done. The Advisory Council, as the governing body of the school, had met six times in the last 12 months. The Advisory Council had approved by-laws and four of the six members had participated in the required training. Although the council had approved some policies (e.g., Budget, Determination of Curriculum, School Space, PD Plan, Emergency Plan, Textbook, Legal Counsel, Field Trip, CSIP Planning, Anti-bullying) more than 20 policies had not been updated. Administration stated that the Advisory Council would continue to work on updating the policies in future meetings as most policies were more than four years old. Even though the some policies had been updated, the next step was to implement and monitor. The updated mission and vision, budget, schedule structure and academies/pathways had been shared with the Advisory Council over the past year. There had been a transition with the district appointee, and a new person had recently been appointed.

School Diagnostic Review Summary Report

Iroquois High School

Jefferson County Public Schools

11/29/2016 – 12/2/2016

The members of the Iroquois High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

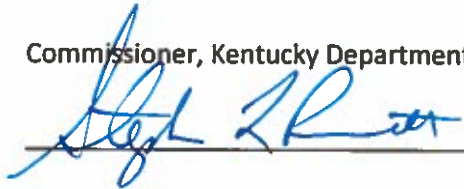
Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Iroquois High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education



Date:

1/23/17

I have received the diagnostic review report for Iroquois High School.

Principal, Iroquois High School

Date:

Superintendent, Jefferson County Public Schools

Date: