

Quality Assurance Progress Report

Project Name:	FC Quality Assurance Team
Report Type:	Bi Weekly Progress Report
For Period:	February 9, 2015
Project Manager:	Stephanie Emmons
Project Members:	Principal: Stephanie Emmons, Flemingsburg Elementary Principal: Jesse Bacon, Simons Middle School Teacher: Michelle Hunt, Hillsboro Elementary Classified Staff: Terri McKee, Flemingsburg Elementary Parent/PTO President/Local Business Representative: Jenny Sims

EXECUTIVE SUMMARY

Overall Summary	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Plus •		Delta •		

Standard 1: Purpose and Direction	Prior Status		Current Status	2
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
1.1: The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.				
1.2: The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.				
1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.				
1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.				
<p style="text-align: center;">Delta</p> <p><u>OVERALL</u></p> <ul style="list-style-type: none"> You have a lot of documents to go through <p><u>INDICATOR 1.1</u></p> <ul style="list-style-type: none"> There is evidence of stakeholder input The purpose statement is clearly focused on student success it could be argued that the wording not as student centered as it could be. <p><u>INDICATOR 1.2</u></p> <ul style="list-style-type: none"> There is ample evidence showing a commitment to shared values and beliefs about teaching and learning and its relationship to decision making There is evidence of that commitment being reflected in communication among staff There is evidence of high expectations for all staff <p><u>INDICATOR 1.3</u></p> <ul style="list-style-type: none"> There is evidence that leaders use a continuous improvement process through the use of PDSAs. There is evidence are consistently engaged in the process School action steps are present 			<p style="text-align: center;">Delta</p> <p><u>OVERALL</u></p> <ul style="list-style-type: none"> You need to look at your indicators and organization of how you have your evidence posted. Too much scavenger hunting for information. The evidence we were looking for was not easily found. Need to work on the organization of this standard. Use the self-assessment and the language from the performance levels instead of the list of “possible evidence” to organize your evidence. A lot of the evidence (PDSAs, continuous improvement processes) seems to come from the schools. Not much district documentation is found <p><u>INDICATOR 1.1</u></p> <ul style="list-style-type: none"> There is no defined process for the review, revision, and communication of the district purpose. Therefore there was not a record that such a process is being maintained. There is a lot of evidence of meetings where a vision was developed but the process is not clear. Since there is no process clearly outlined there is no evidence that there is implementation with fidelity on a regular basis There is no evidence that participation by representatives were selected at random <p><u>INDICATOR 1.2</u></p> <ul style="list-style-type: none"> The link that says it goes to ELEOT actually takes you to the district walkthrough document. It would be beneficial to have a link to both since they both are being utilized. More evidence is needed to show that leadership and 	

	<p>staff hold each other accountable.</p> <ul style="list-style-type: none"> • More evidence is needed to show how system personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel. <p><u>INDICATOR 1.3</u></p> <ul style="list-style-type: none"> • There is no evidence of the requirement that leaders use a documented systematic continuous improvement process. There is no district level PDSAs. Only school level • An up to date district profile that includes current and comprehensive data was not evident. Thus no system to maintain such a profile was evident • District goals for improvement is not evident • There are no district level action plans with measurable objectives, strategies, activities, and resources and timelines for achieving the goals. • No documentation was found that show school personnel hold one another accountable • No evidence that the process is reviewed regularly • No documentation linking district continuous improvement process to improved student achievement and instruction • No documentation linking challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. <p><u>Indicator 1.4</u></p> <ul style="list-style-type: none"> • No documentation that all stakeholder groups are engaged in the process. • Only included PowerPoints and communication from two schools. There is evidence from the other schools that could be uploaded. • T & L presentations only go through December. Instead of scanning in the documents it would be better to link it to the website where you can get access to all the PowerPoints. • There is no documentation as to how the processes are reviewed and evaluated. • There is no evidence of documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
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Standard 2: Governance and Leadership	Prior Status		Current Status	3
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.				
2.2 The governing body operates responsibly and functions effectively.				
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.				
2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.				
2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.				
2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.				
<p style="text-align: center;">Plus</p> <p>Overall</p> <ul style="list-style-type: none"> This standard is close to being complete. As soon as evidence is provided that supports 2.5 and 2.6 this standard will be ready to present. <p>Indicator 2.1</p> <ul style="list-style-type: none"> Lots of information Including support mechanism and giving direction this could be a 4. Policies and practices listed support facilities, management, instruction, and professional growth. <p>Indicator 2.2</p> <ul style="list-style-type: none"> This entire demonstrator is a level 3 out of 4. <p>Indicator 2.3</p> <ul style="list-style-type: none"> This demonstrator has an example of every possible piece of evidence that was listed on the Self-Assessment Workbook. 		<p style="text-align: center;">Delta</p> <p>Overall</p> <ul style="list-style-type: none"> No evidence for 2.5 and 2.6 which did not let the team provide a thorough review of the standard. <p>Indicator 2.1</p> <ul style="list-style-type: none"> SBDM policies were represented from only one school. Cannot access PD plan Professional growth ALL staff... classified? How are you assisting custodian, paraprofessionals, other classified show growth? <p>Indicator 2.2</p> <ul style="list-style-type: none"> Non accessible governing authority minutes related to training For district funding assurances need to identify page # of board minutes for easy navigation Civil right compliance review does not link To move this demonstrator to a status of 4, PD curriculum around conflict resolution needs to be included. <p>Indicator 2.3</p> <ul style="list-style-type: none"> cannot access strategic plan survey How can the district show consistency? The evidence is here but does it support the staff as a whole. 		

<p>Indicator 2.4</p> <ul style="list-style-type: none"> • There was evidence that supports the indicator. 	<p>Indicator 2.4</p> <ul style="list-style-type: none"> • Additional support could include all school PDSA's. • No examples of aligned school's decisions with purpose statements. • PDSA's, 30/60/90, etc. will support continuous improvement plans and educational programs.
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Standard 3: Teaching and Assessing for Learning	Prior Status		Current Status	2
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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.				
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.				
3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.				
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.				
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.				
3.6 Teachers implement the school's instructional process in support of student learning.				
3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.				
3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.				
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.				
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.				
3.11 All staff members participate in a continuous program of professional learning.				
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.				
<p style="text-align: center;">Plus</p> <p>Indicator 3.1</p> <ul style="list-style-type: none"> Well organized and solid information to support the systems curriculum instructional design Clearly defined evidence Supports include Pacing Guides, examples of long range plan, LDC/MDC/CIS examples with student work. <p>Indicator 3.2</p> <ul style="list-style-type: none"> Curriculum guides/long range plans are provided across K-12 Scope and sequence is provided Standards Based Report Cards Walk through data Sample of products such as FAL reflection and LDC module jurying rubric. Certified evaluation plan Teaching and Learning Framework is included. 		<p style="text-align: center;">Delta</p> <p>Indicator 3.1</p> <ul style="list-style-type: none"> Master schedules from all schools to show that curriculum and learning experiences are occurring for all students Link YOYO and graduation surveys <p>Indicator 3.2</p> <ul style="list-style-type: none"> Sufficient evidence isn't provided that shows continuous improvement process across the system. (example: curriculum guide does not include high school long range plans, curriculum writing process is limited to middle and high school) Link is needed for common assessment results as well as teacher reflections. Products are limited to high school level. Could use of data in the classroom by students and teachers to illustrate adjusted curriculum be a key 		

<p>Indicator 3.3</p> <ul style="list-style-type: none"> The work used as evidence does highlight critical thinking. <p>Indicator 3.4</p> <ul style="list-style-type: none"> It was clear that the system and school leaders monitor instructional practices through supervision and evaluation. CEP is provided as well as Teaching & Learning Framework is evident. CDT agenda indicates coaching logs <p>Indicator 3.5</p> <ul style="list-style-type: none"> There is significant evidence in support of the PLC process at the middle and high school level. There is significant evidence to support the processes taking place with district personnel. 	<p>piece of evidence?</p> <ul style="list-style-type: none"> Evidence of systematic review process for curriculum, instruction, and assessment is limited to CDT meeting. A suggestion would be a narrative of CDT member roles, agendas, and minutes. No program descriptions provided No long range plans for high school level. <p>Indicator 3.3</p> <ul style="list-style-type: none"> May want to make sure that names on summative evaluation is fully blacked out as well as students first and last names on student work. Evidence is provided from some elementary schools but not all. Also there is no evidence indicating that teachers from the middle and high school use instructional strategies that require student collaboration, self-reflection and development of thinking skills. No evidence of teachers personalizing instructional strategies and interventions to address individual student needs. There is evidence from one classroom close reading module. No authentic assessments provided or integration of technology. <p>Indicator 3.4</p> <ul style="list-style-type: none"> Make sure that you have thoroughly blacked out names on the Corrective Action Plan sample Include the Orientation, Induction, and Retention Framework to spotlight teacher leaders. No documentation of lesson plans, gradebook, or other data record systems. This indicator shows that instructional practices are being formally monitored but does not show consistency. <p>Indicator 3.5</p> <ul style="list-style-type: none"> There is limited evidence for PLC process for the elementary level. Protocols are only available for the district, middle, and high school. Suggestion: You could use links that take you directly to district and school PLC's on websites. There is not ample evidence to support that peer coaching, study teams, discussion of inquiry practices are conducted regularly.
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<p>Indicator 3.6</p> <ul style="list-style-type: none"> • Benchmark assessments are provided. • Example of student growth goal provided. <p>Indicator 3.7</p> <ul style="list-style-type: none"> • This indicator had evidence of the plans for a systematic teacher induction program for New Hires to the district. <p>Indicator 3.8</p> <ul style="list-style-type: none"> • Community engagement plan is being developed for implementation • Evidence of some schools holding parent night type of activities several times a year • Evidence <p>Indicator 3.9</p> <ul style="list-style-type: none"> • There is evidence of a Advocacy Plan for implementation in 2015-2016 • Guidance Plans indicate what they do for students, but there is no evidence of activities being carried out or the impact of them <p>Indicator 3.10</p> <ul style="list-style-type: none"> • There is evidence that the district has a standards based grading policy <p>Indicator 3.11</p> <ul style="list-style-type: none"> • There is evidence of a district wide professional development plan that teachers have some choice in. • Professional development sessions are aligned to KDE state programs. 	<p>Indicator 3.6</p> <ul style="list-style-type: none"> • No exemplars are provided to indicating how they are used to guide and inform students. • Student growth goal that is provided is based on behavior. It would be more evident of instructional practices if a goal was included regarding curriculum and instruction. <p>Indicator 3.7</p> <ul style="list-style-type: none"> • There is no evidence that all personnel would be involved in the induction process (i.e. how are you going to involve building level personnel in the coaching and mentoring of new teachers?) • There is no evidence that a system is in place for current teachers who need coaching opportunities. <p>Indicator 3.8</p> <ul style="list-style-type: none"> • Need more explanation about the inclusion of the first artifact listed • There is really no evidence to indicate that the activities are systematic in nature. • There is lots of evidence presented where families can stay informed of what is going on. Not much evidence is available to prove parents are actively involved in activities. <p>Indicator 3.9</p> <ul style="list-style-type: none"> • Need explanation as to how the High School ILP schedule reflects how teachers advocate for their students. • There is evidence that a plan is being developed but no evidence that each student has long-lasting interactions with staff members for the purpose of Student Advocacy. • No evidence of relationships being built over time. <p>Indicator 3.10</p> <ul style="list-style-type: none"> • There is no evidence that the policy is being carried out by teachers in each building. • No evidence that teachers actually use common grading practices <p>Indicator 3.11</p> <ul style="list-style-type: none"> • More evidence is needed for meaningful opportunities for non-certified staff • Evidence of required trainings for classified staff and administrators, but no evidence of professional development activities that promote professional growth and are tied to PGPs
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<p>Indicator 3.12 There is evidence that students have been identified for gifted, special education, and intervention services.</p>	<ul style="list-style-type: none"> • The district Professional growth plan seems to be geared toward state initiatives (i.e. PGES, Program Review, etc) and less toward developing staff in accordance to district beliefs. <p>Indicator 3.12</p> <ul style="list-style-type: none"> • Gifted and talented education handbook is out of date. Several employees are no longer with the district • There is no evidence presented that the identification, implementation, and transition to and from extra services is systematic. There is no outlined formal process. • Gifted opportunities are limited
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Standard 4: Resources and Support Systems	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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.				
4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.				
4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.				
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.				
4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.				
4.6The school provides support services to meet the physical, social, and emotional needs of the student population being served.				
4.7The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.				

<p>Plus</p> <ul style="list-style-type: none"> • No evidence submitted. 	<p>Delta</p> <ul style="list-style-type: none"> • No evidence submitted.
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Standard 5: Using Results for Continuous Improvement	Prior Status		Current Status	2
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
5.1: The system establishes and maintains a clearly defined and comprehensive student assessment system.				
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.				
5.3: Professional and support staff are trained in the evaluation, interpretation, and use of data.				
5.4: The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.				
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.				

Plus	Delta
<p><u>Overall</u></p> <ul style="list-style-type: none"> • Organization of the artifacts is easy to use and maneuver. • This indicator as a whole was strong and with some additional evidence and/or explanation as to how some documents support the indicator this standard could easily move to green. • Fluid transparency from the district with this review and all the evidence that supports the districts processes to support where we are. <p><u>Indicator 5.1</u></p> <ul style="list-style-type: none"> • Very well organized. • Assessments that are being used are clearly communicated and what their purpose is. <p><u>Indicator 5.2</u></p> <ul style="list-style-type: none"> • It is clear to see the data from previous audits as well as systems that are currently in place to target those needs identified. • The information provided is clear and it is easy to see how it matches to this specific indicator. <p><u>Indicator 5.3</u></p> <ul style="list-style-type: none"> • Once again the evidence provided is clear to the focus of the indicator. It is clear that central office staff has been trained in the use of data regarding CASE 21. • It is clear the professional development that was provided to district staff pertaining to data and student growth goals. <p><u>Indicator 5.4</u></p> <ul style="list-style-type: none"> • This indicator is strong. There is evidence of growth in the schools and with a bit more evidence of middle school growth in Explore and post-secondary data for the high school it could be moved to green. <p><u>Indicator 5.5</u></p> <ul style="list-style-type: none"> • It is clearly evident that the district is communicating to all stakeholders' comprehensive information about student performance. 	<p><u>Overall</u></p> <ul style="list-style-type: none"> • Documents from other districts or organizations. Add a narrative to these documents as to how they were utilized by FC Schools. <p><u>Indicator 5.1</u></p> <ul style="list-style-type: none"> • Add additional assessments that the district utilizes Brigance, Raven, Alternate KPREP to show assessment of all student demographics. This is added in the assessment plan. • IXL is an additional web-based platform that is used at the elementary level • How are we systematically evaluating reliability and effectiveness of our assessments? • You may want to include the link to the District Assessment Plan for easy access for the review team. • Is there a district process for calibration of how extended responses are being score for the benchmark assessment? <p><u>Indicator 5.2</u></p> <ul style="list-style-type: none"> • Is there a Race to Excellence document for the high school? Does the district have a Race to Excellence format describing use of funds? • Survey data was not linked • The website says school and district PDSA's; however, there are only links to PDSA's for the schools. • Unsure as to what the rationale is for the ratings given on the Common Core Configuration Maps. • How are we using data to evaluate continuous improvement plans? • There are links to the audits that the district has gone through over the last several years; however, we do not see this... "Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning." • Link each schools Teaching and Learning PowerPoint to show improvement and growth trends. • Reference links to CSIP's and CDIP <p><u>Indicator 5.3</u></p>

- There are documents from other states educational departments. Provide a narrative as to how this was used in FC.
- Link Systems Training PowerPoint, several stakeholders at multiple levels were in attendance.
- No District PDSA, only schools were available.
- The Transparency Document from Privacy Technical Assistance Center; how is it being used in the district?

Indicator 5.4

- Link the school level PLC Frameworks
- Link the assessment plan for easy access for reviewers.
- Link each schools Teaching and Learning PowerPoint to show improvement and growth trends.
- The T & L PowerPoints will show that the elementary schools and middle school had gains in accountability. Middle school growth on Explore is not in the accountability PowerPoint that was presented to the board.
- The Transparency Document from Privacy Technical Assistance Center; how is it being used in the district?
- Provide the data that the FCHS counselors gather on student performance for post-secondary. Where are our students after high school?

Indicator 5.5

- Link the district communication plan.
- Is the district PDSA the 30/45/60 plan? This needs to be adjusted if it is; otherwise, the district PDSA's need to be linked.