



Internal School Review Report

Name of Institution

Reviewed: East Carter High School

Date: March 15 – March 17, 2015

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School Principal: Larry Kiser



Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3	Team Rating for Standard 3
	3.00	3.00

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>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.</p> <p><i>Level 4</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 3</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 2</i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i>Level 1</i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>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.</p> <p><i>Level 4</i> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction,</p>	3	3

	<p>and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently 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.</p> <p>Level 3 Teachers plan and 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 students when necessary. Teachers 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.</p> <p>Level 2 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.</p>		

	<p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never 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.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p>		

	<p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.6	<p>Teachers implement the school’s instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.9	<p>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.</p>	3	3

	<p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.10	<p>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.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

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. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	74.0	74.5	77.0	Yes	Yes	Yes
2012-2013	58.0	58.5	67.3	Yes	Yes	No

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 (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	51.0	52.2	62.4	55.8	53.6	55.4
Algebra II	24.0	40.0	41.4	36.0	36.7	37.9
Biology	40.4	30.3	27.6	36.3	37.0	39.8
U.S. History	36.4	39.5	59.3	51.3	61.5	58.0
Writing	39.6	43.9	47.2	48.2	52.1	43.3
Language Mech.	39.6	50.7	55.0	51.4	52.1	49.9

Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	15.3	16.1	17.0	16.6	16.2	16.5
Math	15.6	16.8	16.9	17.1	16.5	16.9
Reading	16.4	16.6	17.2	16.8	16.3	16.7
Science	17.6	17.9	18.0	18.1	17.6	18.1
Composite	16.4	17.0	17.4	17.3	16.8	17.2

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	17.3	18.4	17.8	18.4	19.0	18.7
Math	17.5	18.8	17.4	18.9	18.2	19.2
Reading	18.6	19.0	18.7	19.4	19.3	19.6
Science	17.8	19.1	18.9	19.5	19.2	19.6
Composite	17.9	19.0	18.3	19.2	19.1	19.4

School Achievement of Proficiency and Gap Delivery Targets (2013-2014)

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	50.4	47.8	No	42.7	43.8	Yes
Reading	60.8	55.9	No	54.3	46.0	No
Math	39.9	39.6	No	31.1	41.6	Yes
Science	52.6	39.7	No	46.1	30.7	No
Social Studies	49.4	64.3	Yes	40.4	56.9	Yes
Writing	52.6	52.9	Yes	46.6	45.7	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	56.8	75.3	62.5	Yes
Graduation Rate	98.0	98.5	87.5	Yes

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.41	2.00	2.00	3.00	9.4	Proficient
Practical Living	2.67	2.83	2.44	2.75	10.7	Proficient
Writing	2.22	2.63	2.67	2.86	10.4	Proficient

Summary of School and Student Performance

Plus

- The school has met their AMO goal, Participation Rate goal, and Graduation Rate goal for the 2013-14 school year and their overall score increased by 3.0 points from the previous year.
- The school exceeded the Delivery targets for both College and Career Readiness and Graduation Rate.
- There is evidence of consistent growth in the following K-PREP End-of-Course Assessments: Biology, U.S. History, and Writing.
- U.S. History, Writing, and Language Mechanics data indicates that the percentage of Proficient and Distinguished students is above the state average.
- ACT data increase in all assessment content areas from Spring 2013 to Spring 2014.

Delta

- End-of-Course Assessment results indicated a decrease in the following areas from the previous year: English II, Algebra II, and Language Mechanics.
- On the PLAN Assessment, all areas showed a decline from 2012-13 to the 2013-14 school year.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	66.7	10	67.1	26	91.8
3.1	11	64.7	11	45.2	51	91.8
3.1	13	58.8	17	34.8		
3.1	34	73.0	32	52.3		
3.2	21	70.3	17	34.8	16	90.2
3.2					22	90.2
3.3	12	63.3	10	67.1	17	77.1
3.3	13	58.8	16	58.6	18	82.0
3.3	22	78.5	17	34.8	19	83.6
			26	48.0		
3.4					3	95.2
3.4					11	91.9
3.4					12	93.5

3.4					13	90.3
3.5	14	58.5	5	55.8	8	87.1
3.5					24	93.4
3.5					25	88.5
3.6	19	77.1	9	71.6	20	86.9
3.6	21	70.3	18	62.6	21	77.1
3.6			20	60.1	22	90.2
3.7	14	58.5	5	55.8	8	87.1
3.7					30	70.5
3.7					31	77.1
3.8	9	70.1	13	41.6	15	88.7
3.8	15	59.6	21	62.8	34	63.9
3.8	16	54.8			35	88.5
3.8	17	66.4				
3.8	35	59.7				
3.9	20	72.9	14	46.5	28	85.3
3.10			22	62.8	9	96.8
3.10					21	77.1
3.10					23	90.2
3.11					32	86.9
3.11					33	88.5
3.12	13	58.8	1	69.5	27	95.1
3.12	23	72.9	17	34.8	29	90.2

Summary of Stakeholder Feedback

Plus

- 78.5% of parent stakeholders agree/strongly agree with the statement, “My child has up-to-date computers and other technology to learn.”
- 71.6% of student stakeholders agree/strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
- 96.8% of staff stakeholders agree/strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
- Staff stakeholder averages were the highest overall.

Delta

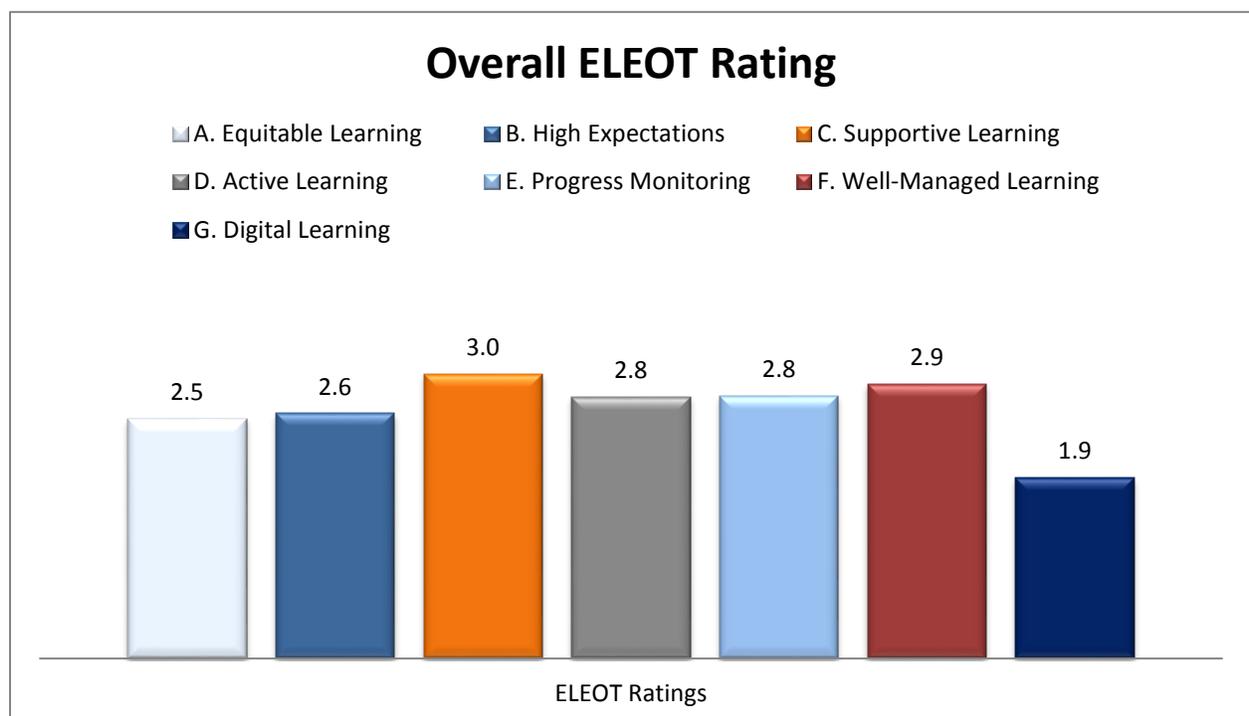
- 34.8% of student stakeholders agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 41.6% of student stakeholders agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
- 54.8% of parent stakeholders agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- Students were the highest participating stakeholder group, but reported the lowest overall percentage ratings.

Effective Learning Environments Observation Tool (eleot™) Results

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 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 External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 25 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

- 92% of eleot™ observations (evident/very evident) show students have equal access to classroom discussions, activities, resources, technology, and support (scored 3.1 on a 4.0 scale).
- 80% of eleot™ observations (evident/very evident) denote that students know that rules and consequences are fair, clear, and consistently applied (scored 2.8 on a 4.0 scale).

Delta

- 56% of eleot™ observations (evident/very evident) indicate that students have differentiated learning opportunities and activities that meet her/his needs (scored 2.7 on a 4.0 scale).
- 16% of eleot™ observations (evident/very evident) show that students have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences (scored a 1.5 on a 4.0 scale).

High Expectations Learning Environment

Plus

- 84% of eleot™ observations (evident/very evident) indicate that students know and strive to meet the high expectations established by the teacher (scored 2.9 on a 4.0 scale).

Delta

- 40% of eleot™ observations (evident/very evident) indicate that exemplars of high quality work are being used (scored 2.0 on a 4.0 scale).

Supportive Learning Environment

Plus

- 96% of eleot™ observations (evident/very evident) show that students demonstrate positive attitude about the classroom and learning (scored 3.2 on a 4.0 scale).
- 88% of eleot™ observations (evident/very evident) show that students are provided support and assistance to understand content and accomplish tasks (scored 3.0 on a 4.0 scale).

Delta

- 68% of eleot™ observations (evident/very evident) indicate that students are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs (scored 2.8 on a 4.0 scale).

Active Learning Environment

Plus

- 76% of eleot™ observations (evident/very evident) indicates that students are actively engaged in the learning activities (scored 2.9 on a 4.0 scale).

Delta

- 56% of eleot™ observations (evident/very evident) relay that students are able to make connections from content to real-life experiences (scored 2.5 on a 4.0 scale).

Progress Monitoring Learning Environment

Plus

- 80% of eleot™ observations (evident/very evident) reveal that students demonstrate or verbalize understanding of the lesson/content (scored 3.0 on a 4.0 scale).

Delta

- 56% of eleot™ observations (evident/very evident) show that students understand how her/his work is assessed (scored 2.6 on a 4.0 scale).

Well-Managed Learning Environment

Plus

- 84% of eleot™ observations (evident/very evident) indicate that students speak and interact respectfully with teacher(s) and peers (scored 3.0 on a 4.0 scale).
- 88% of eleot™ observations (evident/very evident) convey that students follow classroom rules and works well with others (scored 3.1 on a 4.0 scale).
- 88% of eleot™ observations (evident/very evident) show that transition occur smoothly and efficiently to activities (scored 3.0 on a 4.0 scale).
- 92% of eleot™ observations (evident/very evident) convey that students know classroom routines, behavioral expectations and consequences (scored 3.1 on a 4.0 scale).

Delta

- 48% of eleot™ observations (evident/very evident) convey that students collaborate with other students during student-centered activities (scored 2.3 on a 4.0 scale).

Digital Learning Environment

Plus

- N/A—Percentages were not high enough to qualify as a plus.

Delta

- 40% of eleot™ observations (evident/very evident) show that students use digital tools/technology to gather, evaluate, and/or use information for learning (scored 2.0 on a 4.0 scale).

- 32% of eleot™ observations (evident/very evident) convey that students use digital tools/technology to conduct research, solve problems, and/or create original works for learning (scored 2.0 on a 4.0 scale).
- 24% of eleot™ observations (evident/very evident) indicate that students use digital tools/technology to communicate and work collaboratively for learning (scored 1.7 on a 4.0 scale).

FINDINGS OF THE INTERNAL REVIEW TEAM

POWERFUL PRACTICE

Indicator 3.5:

Teachers participate in collaborative learning communities to improve instruction and student learning.

Evidence and Rationale:

Professional learning communities have been implemented with fidelity and are being utilized to communicate initiatives, analyze data, make instructional adjustments and design effective curriculum.

- Professional learning communities protocols – detailed protocols for implementation of professional learning communities
- Observation of professional learning community being conducted
- Schedule for professional learning community meetings
- Professional learning community agendas and minutes
- Participation in professional learning communities by administrative staff

Attachments:

- 1) Leadership Assessment Addendum



The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for East Carter High School.

Improvement Priority 1: (3.1) Develop and implement strategies to ensure all classrooms provide equitable challenging learning experiences with high expectations for students. Ensure meaningful differentiation of instruction to students who are not meeting learning expectations.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Departmental PLCs (professional learning communities) implement the PDSA (Plan-Do-Study-Act) process to focus on continuous improvement of student learning.
- A walkthrough schedule was created to ensure school administrators regularly monitor instruction in all classrooms.
- Feedback from walkthroughs is immediately e-mailed to teachers.
- Teachers participated in professional learning focused on strategies for differentiated instruction within content areas.
- Standards-based grading ensures that students are provided additional instruction based on their individual needs to master learning targets in all content areas.
- Intervention classes provide additional instructional time for students who are struggling in reading and math.
- Tutoring in all core areas is provided during Raider Educational Development (R.E.D.) Period and before/after school in some content areas.
- Tutoring is also provided for students in AP Biology, AP Environmental Science, AP Language, and AP Literature during R.E.D. period.
- Teachers in all core areas engage students in goal-setting exercises to help them monitor their own learning.
- CCR (College and Career Readiness) increased from 67% in 2012 to 93.4% in 2014.

- ACT scores increased in all assessed content areas from Spring 2013 to Spring 2014.
- Scores for achievement, gap, and graduation rate increased from 2013 to 2014.
- Our 2014 School Report Card shows a *Distinguished/Progressing* classification and a *High Performing School* designation.

School/District comments:

School Report Card data indicates that teachers are providing equitable challenging learning experiences and meaningful differentiation of instruction for students as student achievement has increased in many assessed areas.

Team evidence:

- Principal interview
- Stakeholder interviews
- ELEOT data
- Walkthrough data
- Daily learning targets posted in classrooms

Team comments:

- The school has well-established processes and protocols for implementation of professional learning communities. Professional learning communities are being utilized to communicate initiatives, analyze data, make instructional adjustments and design effective curriculum.
- The school has created a master schedule that provides time for both enrichment and intervention to better meet student needs. The master schedule also provides many opportunities for students to participate in Advanced Placement and dual-credit classes.
- School administrators have created a walkthrough schedule whereby all teachers receive classroom visits and feedback on a regular basis.
- The educational cooperative at Kentucky Educational Development Corporation has provided training to the school's staff on differentiated instruction strategies. The school's walkthrough document monitors implementation of those strategies and provides feedback to teachers. Kentucky Educational Development Corporation will be returning to the school for follow-up training.

Improvement Priority 2: (3.4) Develop a consistent monitoring process to ensure that instructional practices are (1) aligned with the school's values and beliefs about teaching and learning, (2) teachers are teaching the approved curriculum, (3) teachers are directly engaged with all students in the oversight of their learning and (4) teacher use content specific standards of professional practice.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.

	There is little or no evidence of improvement with regard to this deficiency.
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<p>School/District evidence:</p> <ul style="list-style-type: none"> • Departmental walkthrough schedule for administrators helps ensure that all teachers/ departments are included in regular walkthroughs; however, there are times that administrators complete walkthroughs based on need. • District walkthrough document is aligned with PGES. • Administrators provide written feedback on indicators related to questioning and discussion, communication, student engagement, and the use of formative assessments. Immediate feedback is e-mailed to teachers. • Administrators meet with individual teachers who need coaching follow-up to provide them with guidance to become more effective educators. • Curriculum maps and pacing guides in all content areas are aligned with state standards and reviewed yearly for needed revisions. • Standards-based grading ensures that both teachers and students are engaged in monitoring standards mastery. Students are provided additional tutoring or skills practice before being reassessed over the targets on which they scored below 70% in order to help every student become CCR. • 93.7% of staff members agree/strongly agree that, “Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.” • 82.3% of staff members agree/strongly agree that, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

<p>School/District comments:</p> <ul style="list-style-type: none"> • Classrooms are monitored regularly by school administrators. While we have room to grow, increases in achievement, gap, college/career readiness, and graduation rate indicate that instructional practices at the school are helping prepare our students for success.
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<p>Team evidence:</p> <ul style="list-style-type: none"> • Principal interview • Stakeholder interviews • eleot™ data • College and Career Readiness data notebooks • Walkthrough documentation • Student data notebooks • Curriculum maps • Planning documents

<p>Team comments:</p> <ul style="list-style-type: none"> • School administrators have created a walkthrough schedule whereby all teachers receive classroom visits and feedback on a regular basis. • The school guidance department monitors student data focused on the school goal of 100 percent college and career readiness. Students are provided interventions based on college and career readiness needs.

- Professional learning communities are utilized to plan instruction and monitor data toward mastery of standards.
- Student data notebooks are utilized school-wide to assist students in monitoring their data and goal attainment. Students have taken responsibility of tracking data and setting goals to achieve college and career readiness.

Improvement Priority 3: (3.5) Expand PLC work to include opportunities for collaboration across content areas. Ensure that PLC time is devoted to discussion and analysis of student work and assessments.

School/District	Team	
	X	This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Professional learning communities follow a systematic process guided by the PDSA cycle to focus the work on continuous improvement of student learning.
 - **PLAN:** Clear Purpose & Direction/Assessment/Engagement
 - **DO:** Instruction/Mid-Course Adjustments
 - **STUDY/ ACT:** Data Analysis/ Needed Changes?
- PLCs from all core areas meet weekly in departmental, multi-grade teams during common planning to allow for both vertical and horizontal collaboration.
- A school administrator meets with each PLC to monitor the work.
- Practical living/career studies and arts and humanities PLCs meet after school and provide opportunities for collaboration across content areas (i.e., business, agriculture, health, PE).
- To provide additional opportunities for collaboration across content areas, cross-curricular teams meet monthly for integrated planning, systematic evaluation of program review areas, and determining next steps for improvement. By meeting in multi-content teams, teachers have time to plan interdisciplinary instruction to strengthen our writing, arts and humanities, practical living/career studies, and world languages instructional programs to meet state standards.
- The school leadership team, which consists of all department chairpersons and school administrators, meets monthly after school, and the administrative team meets on Monday mornings. The work of both teams is focused on increasing student achievement.

School/District comments:

Our vision, East Carter High School—*Extreme Commitment to College and Career Readiness*, drives the work of our PLCs and school teams as they focus on continuous improvement of student learning.

Team evidence:

- Principal interview
- Stakeholder interviews
- Professional Learning Communities agendas and minutes
- Professional Learning Communities protocols
- Master schedule

Team comments:

The school’s leadership has created a master schedule that allows for common planning in core content areas, providing time within the school day for professional learning communities meetings. Professional learning community meetings are data-driven and focused on improving student achievement. While professional learning community meetings are led by teacher leaders, each administrator has the responsibility of attending two professional learning community meetings each week.

Improvement Priority 4: (3.6) Examine the effectiveness of the school’s instructional process. Ensure that it (1) clearly informs students of learning expectations and standards of performance, (2) provides exemplars to guide and inform students, (3) requires the use of multiple assessments including formative assessments to inform modification of instruction, (4) provides students with specific and immediate feedback about their learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- We believe that high-quality instruction begins with effective planning. Teacher lesson plan components include:
 - **Clear Purpose/Direction**
 - Identify student-friendly learning targets that are measureable and are based on standards.
 - **Formative Assessment**
 - Identify formative assessment measures congruent to learning targets.
 - **Vocabulary**
 - Include vocabulary that students will need to know to master the content.
 - **Engagement**

- Identify specific strategies (carefully devised plans of action to achieve learning goals).
- Identify learning activities (the actual ways in which the strategy is executed that include direct involvement and experiences by the students).
- **Summative Assessment**
 - Identify how you will assess students to ensure that the content has been mastered.
 - Create before instruction begins.
 - Measures student mastery congruent to the rigor of the standards.
- Standards-based grading ensures continuous monitoring of student learning with specific feedback related to standards mastery. Students who fail to master standards receive additional instruction before being reassessed. Students play a vital role in monitoring their own learning, setting goals, and reflecting on progress.
- Administrators provide written feedback on indicators related to questioning and discussion, communication, student engagement, posted student work/exemplars, and the use of formative assessments during regular walkthroughs, and immediate feedback is e-mailed to teachers.
- Learning targets are posted daily and communicated to students.
- Teachers regularly provide exemplars/models (see pictures in evidence files) to guide and inform students.
- Lesson plans are monitored by school administrators.

School/District comments:

We continually monitor our instructional processes for effectiveness based on student performance data and administrator walkthroughs. Areas of need are addressed immediately.

Team evidence:

- Principal interview
- Stakeholder interviews
- eleot™ data (use of exemplars, clear learning expectations)
- Learning targets posted in classrooms
- Student data notebooks
- Professional learning communities evidence
- Survey data
- Standards-based grading policy
- Frequent formative assessments

Team comments:

The school has implemented school-wide standards based grading. Students have multiple opportunities to demonstrate mastery of standards. Any student receiving a score below 70 percent on a summative assessment must complete additional practice and take the assessment again in an effort to achieve mastery. Students track their own data through the use of student data notebooks. Parents may also track student grades through the use of the Infinite Campus parent portal. Teachers post daily learning targets in the classroom and in many classrooms, proficient student work is posted. Professional learning community meetings are data-driven and focused on improving student achievement.

Improvement Priority 5: (3.7) Implement a systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- New teacher mentoring program.
 - Assistant principals reviewed the basic operations and expectations of the school (i.e., start and end times, bus duty, teacher responsibilities, lesson plan expectations). Additional meetings are planned.
 - Each new teacher was assigned an experienced teacher mentor within his/her department for continual support, coaching, and mentoring throughout the year.
 - Department chairpersons serve as mentors to new teachers within their departments.
 - New teachers participate in the Carter County New Teacher Academy.
 - School administrators provide individual coaching as needed based on walkthrough/observation data.
- Departmental PLCs meet weekly, and teachers collaboratively plan instruction, share instructional strategies/learning activities, make adjustments based on formative data, analyze student data, and determine next steps. Department chairpersons facilitate this process and provide support to teachers.
- Each administrator is assigned specific departments. He/she attends the PLC meetings, monitors the lesson plans, and serves as a support for the assigned departments.
- Over 77% of staff members strongly agree/agree that, "A formal process is in place to support new staff members in their professional practice," which has increased from 62.5% in 2012.

School/District comments:

- We believe that the focus on meeting the needs of our new teachers, the collaborative and supportive culture of our PLCs, and having administrators monitor and support all departments provides systematic mentoring and support for school staff.

Team evidence:

- Principal interview
- Stakeholder interviews
- New teacher cadre at district level

- New teacher mentor program
- Stakeholder survey data

Team comments:

All new teaching staff at the school is assigned a mentor with whom to work throughout their first year. This person provides support and coaching to help the new teacher have a successful first experience at the school. When needed, school administrators provide additional classroom support and walkthrough feedback to new teaching staff.

Improvement Priority 6: (3.9) Ensure that all students are engaged in an advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student's needs regarding learning, thinking and life skills.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Building strong relationships with students has been a top priority at the school for the past three years. The school principal frequently reminds staff that relationships must precede relevance and rigor if we are to be successful with students.
- Advisor/advisee (AA) program meets every two weeks
- Our AA focus this year is on ILPs and college/career development and includes #Operation CCR Ready in which students set goals and monitor their own progress.
- A mentoring program is in place to provide support to students who are at-risk for dropping out of school.
- The school principal, assistant principals, and counselors also play significant roles in helping to remove barriers to learning with at-risk students.
- Our 2014 accountability graduation rate was 98.9.

School/District comments:

- While we have more work to do in this area, we believe that our programs and processes have been successful as our graduation rate has shown a positive trend over the last three years.

Team evidence:

- Principal interview
- Stakeholder interviews
- Stakeholder survey data
- Advisor/advisee program information

Team comments:

There is an established advisor/advisee program at the school. Advisory groups meet twice monthly. In conjunction with the school’s College and Career Readiness goal, students utilize advisory time to complete ILPs and monitor progress toward goals.

While this process has been successful in monitoring data and goals, interviewees indicated a need to continue to refine the advisor/advisee program to create a more intentional advocacy component of the program.

Improvement Priority 7: (3.11) Ensure that all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction and is based on instructional needs assessment data, walkthrough data, student performance data and the individual instructional needs of teachers.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

- School/District evidence:
- Our vision demonstrates an extreme commitment to College and Career Readiness, and staff professional learning opportunities are aligned with this purpose.
- Our PLCs provide job-embedded professional learning and follow a systematic process focused on continuous improvement of student learning. While following the PDSA process, teachers are supporting each other in planning effective instruction, sharing instructional strategies, determining mid-course adjustments based on formative assessment data, and determining next steps for instruction, which results in job-embedded professional learning for all teachers and an increased commitment to helping each student become College- and/or Career-Ready.
- Other job-embedded professional learning opportunities include peer observations, teacher mentors for new teachers, planning period meetings, and coaching sessions.
- A yearly professional development survey is administered to staff as a means for providing input regarding their professional learning needs. The survey data is used to determine professional learning opportunities.
- A comprehensive needs assessment is completed yearly, which includes an analysis of our School Report Card data as well as other data sources. Professional learning opportunities are determined based on this data also.
- Walkthrough data demonstrated limited student use of technology in some classrooms; therefore, additional technology training has been scheduled.
- Walkthrough and eleot™ data indicated a lack of differentiated instructional strategies; therefore, additional training was provided during planning period meetings within content areas.
- Over 87% of staff members agree/strongly agree that, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”

School/District comments:

- We believe that we have made progress in using multiple sources of data to align professional learning opportunities to our school's purpose and that our significant increases in the percentage of students becoming College- and/or Career-Ready further support this.

Team evidence:

- Principal interview
- Stakeholder interviews
- Professional development plan
- Professional development participation logs
- Professional development participant feedback forms
- Plus/deltas

Team comments:

All teachers have participated in Professional Growth and Effectiveness System (PGES) roll-out and training as evidenced by sign-in sheets. Teachers have also participated in school specific and content specific professional development activities. Due to inclement weather, some professional development activities have been postponed or rescheduled for later in the school year, but there is a willingness among the staff to participate in professional growth.

Implementation of Professional Learning Communities has also provided teachers with an opportunity for job-embedded professional development. Teachers have learned how to effectively use the Plan-Do-Study-Act (PDSA) protocols and are currently working on implementing lesson study protocols to improve instructional practice to improve student learning.