

Report of the Diagnostic Review Team for Knight Middle School

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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

T.T. Knight Middle School hosted the Diagnostic Review Team January 25-28, 2015. The four day onsite review involved an eight member team who provided their knowledge, skills, and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

Prior to arriving onsite, the Diagnostic Review Team engaged in individual phone calls, conference calls, and email communications to complete the initial intensive study and to review and analyze various documents provided by the school. The Lead Evaluator communicated with the principal of T.T. Knight Middle School.

School leaders planned and conducted the Internal Review thoroughly and with transparency. 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. Evidence and documentation to support the school's Self Assessment and other diagnostics were organized electronically in Dropbox to allow for easy access by the Team.

The Team arrived at the hotel on January 25, 2015 and convened its first Team Work Session at 3:30 p.m. Following an orientation session and dinner, the principal and her leadership team presented an overview of the school's status, including strengths, challenges, accomplishments, and efforts toward school improvement. The Team continued its Team Work Session following the presentation to examine data, review artifacts, discuss points of inquiry, review schedules, and develop questions for interviews scheduled during the onsite visit.

Upon arrival at the school, the Team used the individual schedules developed by the Lead Evaluator to conduct classroom observations, make general observations of the schools, conduct stakeholder interviews, and review artifacts and documents. The schedules included joint debriefing sessions to discuss findings and compare notes, as well as time for the Team to develop narrative statements for the Diagnostic Review Report at the conclusion of each day.

The Diagnostic Review Team concluded its work at Knight Middle School on January 28, 2015.

The complete schedule of the Diagnostic Review Team's activities is included as an addendum to this report.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of T.T. Knight Middle School for the warm welcome and professionalism demonstrated throughout the visit. The school staff is commended for their thorough preparations, prompt response to the Team's various requests, and commitment to the process.

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	5
Instructional Staff	23
Support Staff	15
Students	41
Parents/Community/Business Leaders	10
Total	94

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		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.	1.88
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.	1.50
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.75
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.62
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.25
3.6	Teachers implement the school's instructional process in support of student learning.	1.50
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.62
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.25
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.	2.00

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.75
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.75

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.	1.88
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.	1.88
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.50
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.	1.50
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.	1.38

Student Performance Diagnostic

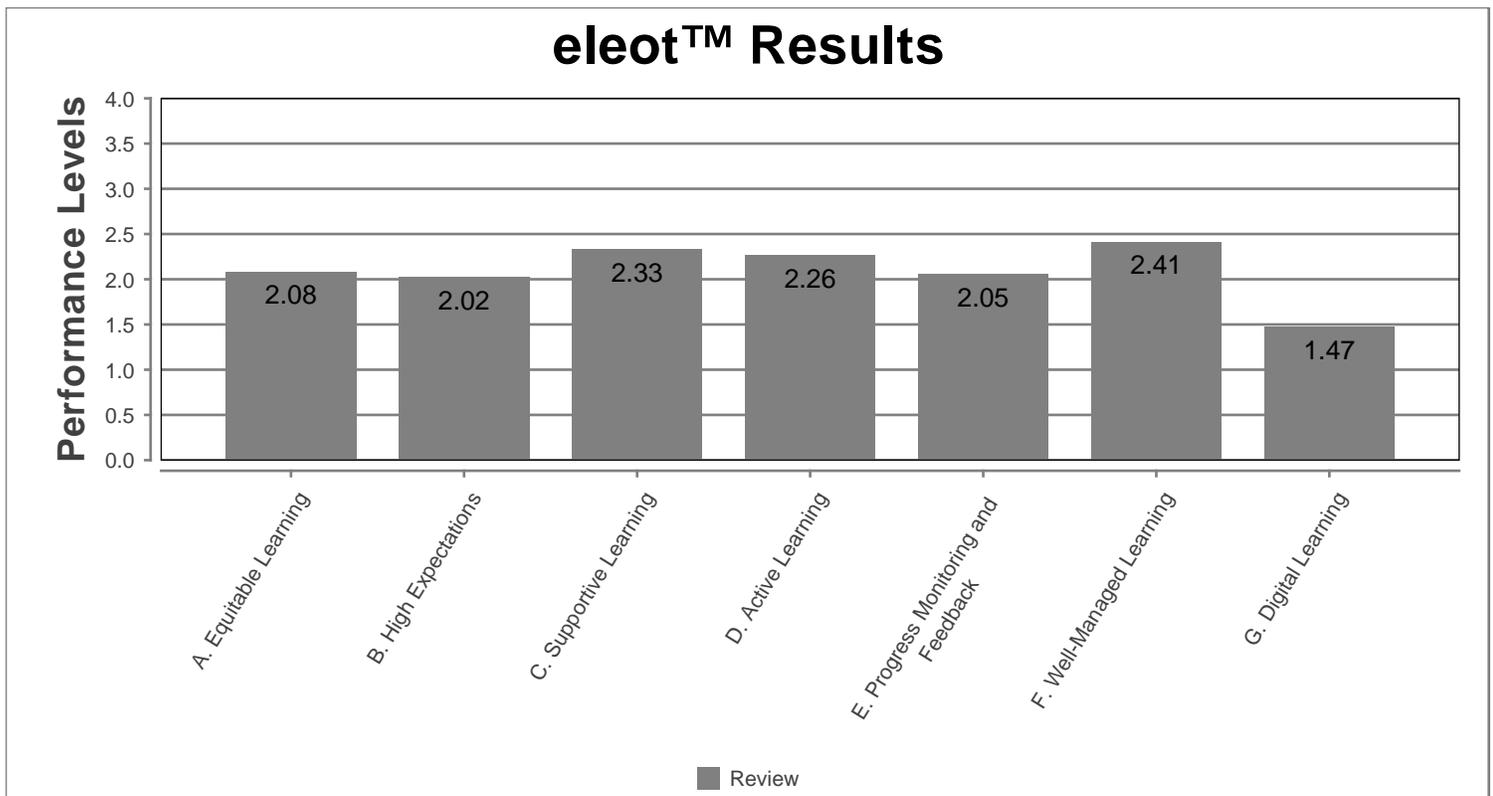
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	2.75
Test Administration	2.88
Equity of Learning	1.88
Quality of Learning	1.62

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™.



Observers noted a lack of consistency among all Learning Environments from classroom to classroom. The Well-Managed Learning Environment was the highest-rated of all environments with a rating of 2.41 on a 4 point scale. Observers noted that students were generally well-behaved and compliant. The Supportive Learning Environment was the second highest-rated environment with a rating of 2.33 on a 4 point scale. The Active Learning Environment was the third highest-rated environment with a rating of 2.26 on a 4 point scale. In addition, three environments earned similar overall ratings: the Equitable Learning Environment (2.08), the

Progress Monitoring and Feedback Environment (2.05), the High Expectations Learning Environment (2.02). The lowest-rated environment was the Digital Learning Environment, which earned a rating of 1.47.

Instances in which students worked on differentiated learning activities and had ongoing opportunities to connect classwork to their own and others' backgrounds were limited. In addition, high expectations, rigor, and higher order thinking were seldom observed.

Equitable Learning

It was evident/very evident in 58 percent of the classrooms that students had equal access to classroom discussions, activities, resources, technology, and support. It was evident/very evident that students knew rules and consequences were applied fairly in 54 percent of classrooms. A possible leverage point for improvement may be increasing opportunities for students to learn about their own and others' backgrounds/cultures/differences. This indicator was observed in only 10 percent of classrooms. Observers detected very few opportunities for students to discuss their perspectives, reflect, collaborate with others, and so forth. It was evident/very evident in only 31 percent of classrooms that students experienced differentiated learning opportunities and activities that met their needs, suggesting that more frequent use of this strategy could be leveraged to meet the needs of more students.

High Expectations

The High Expectations Learning Environment was rated a 2.02 on a 4 point scale overall, suggesting a need for staff to further examine, define, and implement classroom strategies requiring rigor and high expectations. It was evident/very evident in 45 percent of classrooms that students were engaged in learning activities and tasks that were challenging yet attainable, a relative strength for this environment. It was evident/very evident in only 7 percent of classrooms that students were provided exemplars of high quality work, suggesting that this powerful strategy is not routinely used to guide student learning. It was evident/very evident in 21 percent of classrooms that students were asked and responded to questions requiring higher order thinking (e.g., applying, evaluating, synthesizing). It was evident/very evident in 31 percent of classrooms that students were engaged in rigorous coursework, discussions, and/or tasks. Each of these components of the High Expectations Learning Environment represents a possible leverage point for improvement in instructional practice through staff development, coaching, mentoring programs, or through further curriculum alignment and development, improved classroom monitoring, and support systems.

Supportive Learning

It was evident/very evident in 59 percent of the classrooms that students were provided support and assistance to understand content and accomplish tasks. A possible leverage point for improvement in this environment may be in providing additional/alternative instruction and feedback at the appropriate level of challenge. This indicator was evident/very evident in 35 percent of classrooms.

Active Learning

It was evident/very evident in nearly 38 percent of classrooms that students were actively engaged in learning activities. School leadership is encouraged to examine ways to increase authentic student engagement through professional learning, curriculum development, use of technology, monitoring processes, etc. It was evident/very evident in 38 percent of classrooms that students made connections from content to real-life experiences, suggesting that opportunities for students to connect their learning to real world experiences may be limited.

Progress Monitoring

Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in roughly 24 percent of classrooms. This component was also found to be somewhat evident in nearly 70 percent of classrooms, making it a relative strength within the Progress Monitoring Environment. Instances in which students understood how their work was assessed were evident/very evident in roughly 28 percent of classrooms, suggesting that observers infrequently detected the use of rubrics or observed students being provided information about grading and evaluating student work. It was evident/very evident that students had opportunities to revise or improve work based on feedback in just 17 percent of classrooms.

Well-Managed Learning

It was evident/very evident that students spoke and interacted respectfully with their teacher(s) and peers in nearly 59 percent of classrooms. This component was also found to be somewhat evident in 31 percent of classrooms, suggesting that observers detected respectful attitudes and behaviors in nearly 90 percent of classrooms. A possible leverage point for improvement may be student collaboration, which was evident/very evident in only 22 percent of the classrooms, suggesting infrequent use of student-centered activities and minimal opportunities for students to collaborate or participate in cooperative learning groups.

Digital Learning

The Digital Learning Environment received the lowest overall rating of the seven environments (1.47 on a 4 point scale). Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in only 31 percent of classrooms. It evident/very evident that students used digital tools/technology to conduct research, solve problems, and/or create original works for learning in 14 percent of classrooms. It was evident/very evident that students used digital tools/technology to communicate and work collaboratively for learning in just over three percent of classrooms, suggesting that technology is not being maximized to authentically engage students in their learning.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.90	Has differentiated learning opportunities and activities that meet her/his needs	6.90%	24.14%	20.69%	48.28%
2.	2.62	Has equal access to classroom discussions, activities, resources, technology, and support	17.24%	37.93%	34.48%	10.34%
3.	2.34	Knows that rules and consequences are fair, clear, and consistently applied	6.90%	41.38%	31.03%	20.69%
4.	1.45	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	10.34%	24.14%	65.52%
Overall rating on a 4 point scale: 2.08						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.28	Knows and strives to meet the high expectations established by the teacher	10.34%	27.59%	41.38%	20.69%
2.	2.41	Is tasked with activities and learning that are challenging but attainable	6.90%	37.93%	44.83%	10.34%
3.	1.45	Is provided exemplars of high quality work	6.90%	0.00%	24.14%	68.97%
4.	2.00	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	31.03%	37.93%	31.03%
5.	1.97	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	6.90%	13.79%	48.28%	31.03%
Overall rating on a 4 point scale: 2.02						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.24	Demonstrates or expresses that learning experiences are positive	6.90%	27.59%	48.28%	17.24%
2.	2.38	Demonstrates positive attitude about the classroom and learning	6.90%	37.93%	41.38%	13.79%
3.	2.38	Takes risks in learning (without fear of negative feedback)	10.34%	41.38%	24.14%	24.14%
4.	2.55	Is provided support and assistance to understand content and accomplish tasks	13.79%	44.83%	24.14%	17.24%
5.	2.10	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	13.79%	20.69%	27.59%	37.93%
Overall rating on a 4 point scale: 2.33						

D. Active Learning						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.14	Has several opportunities to engage in discussions with teacher and other students	10.34%	20.69%	41.38%	27.59%
2.	2.10	Makes connections from content to real-life experiences	6.90%	31.03%	27.59%	34.48%
3.	2.55	Is actively engaged in the learning activities	24.14%	13.79%	55.17%	6.90%
Overall rating on a 4 point scale: 2.26						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.14	Is asked and/or quizzed about individual progress/learning	6.90%	20.69%	51.72%	20.69%
2.	2.03	Responds to teacher feedback to improve understanding	6.90%	13.79%	55.17%	24.14%
3.	2.28	Demonstrates or verbalizes understanding of the lesson/content	10.34%	13.79%	68.97%	6.90%
4.	1.93	Understands how her/his work is assessed	6.90%	20.69%	31.03%	41.38%
5.	1.86	Has opportunities to revise/improve work based on feedback	6.90%	10.34%	44.83%	37.93%
Overall rating on a 4 point scale: 2.05						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.62	Speaks and interacts respectfully with teacher(s) and peers	13.79%	44.83%	31.03%	10.34%
2.	2.66	Follows classroom rules and works well with others	20.69%	31.03%	41.38%	6.90%
3.	2.34	Transitions smoothly and efficiently to activities	10.34%	37.93%	27.59%	24.14%
4.	1.69	Collaborates with other students during student-centered activities	3.45%	17.24%	24.14%	55.17%
5.	2.72	Knows classroom routines, behavioral expectations and consequences	24.14%	31.03%	37.93%	6.90%
Overall rating on a 4 point scale: 2.41						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.83	Uses digital tools/technology to gather, evaluate, and/or use information for learning	13.79%	17.24%	6.90%	62.07%
2.	1.45	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	6.90%	6.90%	10.34%	75.86%
3.	1.14	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	3.45%	6.90%	89.66%
Overall rating on a 4 point scale: 1.47						

Findings

Improvement Priority

Develop, implement, and monitor a systematic process to adjust curriculum, instruction, and assessment based on an analysis of data from a variety of sources (e.g., summative and interim student achievement data, supervision/evaluation/monitoring data, stakeholder surveys, etc.).

(Indicators 3.2)

Evidence and Rationale

Student Performance Data:

As detailed in the attachments of this report, student performance data does not suggest that the school has developed systematic processes which ensure that curriculum, instruction, and assessment practices are modified and adjusted based on an examination of data. Performance data shows an increase from the 2011-12 school year to the 2013-14 school year in the number of students scoring at Proficient and Distinguished levels, but also reflects student performance that is significantly below the state average.

Classroom Observation Data:

As previously detailed, classroom observation data indicates widely varying levels of instructional effectiveness across the school, a heavy reliance on teacher-centered instruction, mixed levels of student engagement, limited use of critical thinking/higher-order thinking skill development, differentiation, individualization, etc., all of which do not suggest that teachers are effectively adjusting and adapting their teaching to meet student learning needs.

Stakeholder Survey Data:

Stakeholder survey data suggests that there is limited agreement among stakeholder groups regarding the systematic use of data to adjust and modify instruction and teacher practice.

1. Fifty percent of all students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that half of the students cannot confirm the existence of this practice across the school.
2. Sixty-eight percent of staff agree/strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum,” In addition, 64 percent of staff agree/strongly agree with the statement, “Teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that a significant portion of the staff cannot confirm the consistent use of these practices.

Stakeholder Interviews:

Instructional coaches and school administrators reported the lack of a formal process to vertically and horizontally align the curriculum at the school level. In interviews, parents and students indicated that learning is not challenging in all classes.

Documents and Artifacts:

A review of numerous artifacts (e.g., meeting agendas and minutes from professional learning communities, written feedback from instructional coaches to teachers, etc.) revealed that there is limited evidence to suggest that a formal process based on multiple sources of data is in place that is consistently implemented to monitor curriculum, instruction, and assessment.

Improvement Priority

Engage in a process to determine “root causes” for low parent involvement and evaluate the effectiveness of current practices used to communicate learning progress to parents. Use the results of this analysis to design, implement and evaluate programs that will improve parent involvement, more meaningfully engage families in their children’s education, and ensure information about individual student learning progress is consistently and effectively conveyed.

(Indicators 3.8)

Evidence and Rationale

Stakeholder Survey Data:

Stakeholder survey data revealed that nearly half of students do not perceive that the school provides opportunities for parental or family involvement. In addition, students indicated that communication regarding their progress is not communicated effectively. The majority of staff stated that school leaders provide opportunities for stakeholder involvement and family engagement. However, survey results showed that 37 percent of parents do not perceive that the school provides opportunities for them to be involved. Parent

surveys also indicated that school staff monitor and inform most parents of their children's progress, but 26 percent of parents cannot confirm the existence of these practices.

1. Fifty-seven percent of students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
2. Survey results indicate that 88 percent of staff members agree/strongly agree with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school."
3. Fifty-eight percent of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
4. Sixty-six percent of staff members agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
5. Sixty-three percent of parents agree/strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school."
6. Seventy-four percent of parents agree/strongly agree with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress," suggesting that a significant percentage of parents do not hold favorable perspectives regarding school communication and the availability of opportunities for parents to engage with the school.

Stakeholder Interviews:

1. Data from stakeholder interviews revealed that the school has made some efforts to involve parents.
2. Staff members indicated that intentional attempts to increase parental involvement through open house opportunities, parent conferences, and telephone calls have been made. However, parental involvement in school activities still occurs on a limited basis.
3. A Parent-Teacher Association (PTA) consisting of 30 members attempts to increase parental involvement by inviting parents to join and participate in various school and fundraising events.
4. During interview sessions with teachers and administrators, the Diagnostic Review Team was advised that the lack of parental involvement is a barrier to increasing student achievement, as it is difficult to engage parents in the education of their children.
5. Parents stated that communication from the school is very limited and classroom expectations, including syllabi, are not always given to students and families.

Documents and Artifacts:

A review of documentation revealed that the school provides several opportunities for parent involvement (e.g., Open House, Parent-Teacher Conferences), but few families participate. Sign-in sheets verified low attendance at these events.

Improvement Priority

Establish, consistently implement, and evaluate a process to monitor instructional effectiveness that includes formal/informal classroom observations as well as review of planning documents, examination of assessment data, student work, etc. The revised monitoring process should focus on improvement in instruction that leads

to increased levels of student success and consistently provides teachers with feedback that will improve their effectiveness (e.g., student engagement, rigor). It should also address 1) use of instructional practices that are aligned with the school's values and beliefs about teaching and learning, 2) teaching the approved curriculum, 3) assurance that teachers are directly engaged with all students in the oversight of their learning.

(Indicators 3.4)

Evidence and Rationale

Student Performance Data:

As detailed elsewhere in this report, student performance data shows some improvement over the last three years, but does not suggest that the school has well established and systematic processes to monitor instructional effectiveness and implementation of the curriculum. For example:

1. The percentage of students scoring at proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress (K-PREP) has increased since 2011-2012 in reading, math, writing, and language. The percentage of students scoring at proficient and distinguished levels in social studies have decreased. Scores have remained the same in science. No content area scores reached or exceeded state averages.
2. Non-duplicated gap students did not meet delivery targets identified by the state on K-PREP reading, math, science, social studies, and writing.
3. Program Review data for 2013-2014 reveals a designation of Needs Improvement for Arts and Humanities, Practical Living, and Writing.

Classroom Observation Data:

As previously detailed, classroom observation data does not suggest that school leadership has developed systematic processes for effectively monitoring instructional effectiveness and ensuring that every student has access to challenging and equitable learning experiences that will prepare them for next level success.

Stakeholder Survey Data:

Stakeholder survey data is mixed in regard to the effectiveness of the school's instructional monitoring process. The staff is highly satisfied with supervision, accountability, and monitoring. However, student, and to some extent, parent survey data does not reflect a high degree of agreement. For example:

1. In surveys, 95 percent of staff indicated that they agree/strongly agree with the statement, "Our school's leaders hold all staff member accountable for student learning." Additionally, 98 percent of staff indicated that they agree/strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
2. Student survey data, on the other hand, does not suggest that students are consistently provided highly

effective instruction. For example, 69 percent of students indicated that they agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." In addition, 50 percent of students indicated that they agree/strongly agree with the statement, "My teachers change their teaching to meet my learning needs."

3. In surveys, 72 percent of parents* indicated that they agree/strongly agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs." Similarly, 56 percent of parents indicated that they agree/strongly agree with the statement, "All of my child's teachers give work that challenges my child."

Stakeholder Interviews:

Stakeholders reported that the school has an instructional framework. However, observations identified the need to strengthen the instructional program in several areas (e.g., student engagement, rigor, varied effective instructional strategies, and differentiated instruction).

1. Staff interviews revealed that administrative walkthroughs are primarily conducted to monitor classroom management and compliance of learning targets.
2. Lesson plans are not monitored to ensure the intentional inclusion of highly effective engagement strategies or rigorous instruction.
3. Stakeholder interviews revealed that the improvement of school culture has been the school's highest priority. Interviews with internal and external stakeholders showed a lack of high expectations for improvement in instructional strategies, teaching to the approved curriculum, and rigorous instruction.
4. In interviews, students indicated that they considered most of their classes to be "easy" and expressed a desire for more challenging learning tasks to ensure that they are prepared for high school.
5. Some staff members interviews indicated that formative assessments and the use of data to adjust and/or inform instruction for purposes beyond schedule changes seldom occur.

Documents and Artifacts:

Curricular documents, student performance data, agendas and/or minutes for professional learning community sessions, school policies, curriculum maps, lesson plans, survey results, and teacher evaluation procedures indicate a need to enhance the monitoring of instructional practices to ensure student success.

* Knight Middle School met the minimum survey response rate for staff and students. However, the minimum response rate of 20 percent for parents was not met. Data indicates that 54 parents completed the survey. Although this is not a statistically significant sampling of this stakeholder group for a school enrollment of 430 students, the Team has used the parent survey data in its analysis of indicators.

Improvement Priority

Further refine strategies to more consistently implement the school's instructional framework. Ensure that the instructional process/framework is effective in increasing student engagement and achievement of learning expectations and that it fosters the use of a variety of instructional strategies including the use of exemplars of high quality work.

(Indicators 3.6)

Evidence and Rationale

Student Performance Data:

As previously detailed in this report, student performance data does not suggest that the school's instructional process is highly effective in ensuring that all students are provided with challenging and equitable learning experiences leading to next level success. While the Diagnostic Review Team acknowledges that some improvement in performance has occurred, the number of students scoring at proficient and distinguished levels is well below the state average in all content areas, and delivery targets were not met for proficiency or gap in any content area.

Classroom Observation Data:

As previously detailed, classroom observation data does not suggest that the school has developed practices and conditions that ensure all teachers are implementing an instructional process that supports the achievement of learning expectations for all students. Observation data with regard to academic rigor, engagement, differentiation, progress monitoring, etc., varies widely and does not point to the existence of a well-defined and consistently implemented instructional process.

Stakeholder Survey Data:

Stakeholder survey data indicates the need for established practices to inform all students of learning expectations. In addition, observation data suggests that the practice of using formative assessment strategies in order to adjust instruction to meet students' needs is inconsistently implemented across the school. While many students reported that such strategies are used occasionally, most students were unable to confirm the use of these and other instructional strategies. Staff results similarly indicated that these crucial practices are not applied systematically.

1. Seventy-four percent of staff agree/strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," yet interview data and classroom observations did not fully support this assertion.
2. Fifty-seven percent of staff agree/strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," indicating that over 40 percent of the staff cannot confirm the use of this important strategy.
3. Sixty-eight percent of staff agree/strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." Other data (e.g., observation,

interview, document review) also did not support the existence of this practice on a consistent basis across the school.

4. Sixty-nine percent of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop skills I will need to succeed."

Stakeholder Interviews:

1. Stakeholders indicated that instructional coaches and Professional Learning Communities (PLCs) exist and that they help improve teaching and learning.
2. Although teachers confirmed that there is a requirement to complete lesson plans, the Diagnostic Review Team was unable to determine the extent to which the plans are reviewed or monitored. Interview data suggest that lesson plans are monitored for compliance purposes only.
3. The Diagnostic Review Team was unable to confirm the systematic use of rigorous instruction or differentiated strategies. Staff indicated that although there have been many improvements in the school this year, enhancing the school climate has been the major focus of school administrators. School administrators concurred that "instruction and rigor are the greatest challenges." Forty-eight percent of the teachers are either in their first year of alternative certification, Kentucky Teacher Internship Program (KTIP) eligible, or emergency certified.

Documents and Artifacts:

The School Improvement Plan, student performance data, classroom observation data, stakeholder survey data, stakeholder interview responses, principal overview information, advisory council documentation, walkthrough documentation, the Rtl Plan, Technology Plan, professional development documentation, and instructional team and leadership team minutes were reviewed. The Diagnostic Review Team did not find evidence of the use of formative assessment strategies to increase student achievement.

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.	2.50
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.	1.88

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.	1.88
2.2	The governing body operates responsibly and functions effectively.	2.00
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.	2.50
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.38
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
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	1.25
Stakeholder Feedback Results and Analysis	2.62

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.	2.88
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.88
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
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.	1.88

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.	1.88

Conclusion

Terms espoused by stakeholders to describe T.T. Knight Middle School since the introduction of its new principal include growing, safe, caring, helpful, hopeful, improving, exciting, maturing, and moving up. The new principal is perhaps the greatest strength of the school, as she has successfully garnered the support of internal stakeholders in collaboratively enhancing the culture of the school.

Prior to her arrival, staff morale was very low, and a feeling of abandonment permeated the school. Stakeholders of Knight Middle School seem to have experienced revitalization and are displaying new attitudes and mindsets. Seventeen new teachers were hired for the 2014-2015 school year. Although many teachers new to the school are inexperienced, the principal provides instructional coaches to support them in developing effective instructional skills and strategies. In addition, she has instilled a sense of hope in staff and students despite of the numerous challenges that plague the school.

Students expressed delight with the changes implemented, which include less restrictive control over students (e.g., no longer requiring students to wear uniforms, or not requiring them to walk in a line in the hallways); a positive after school program to support student learning with transportation and a third meal for students; a Positive Behavior Intervention System (PBIS); and a Student Response Team (SRT) to minimize classroom disruptions by disorderly students. Staff members were pleased with the differentiated professional development offerings, the vision articulated by the principal, the profusion of support provided, and the use of Professional Learning Communities.

The principal appears to be a change agent, as illustrated by the numerous initiatives instituted in the school over the past nine months. She has earned the respect and admiration of both staff and students and has a passion for creating a positive, safe, and supportive learning environment.

Although many positive initiatives have been implemented, systemic rigorous instruction and student engagement are not pervasive across the school. While it is logical to ensure that students are focused and seated prior to initiating instruction, it is also vital that teachers provide a rigorous instructional program to facilitate academic progress.

The principal recognizes that the school's greatest challenge is instruction and rigor, which was corroborated by the Diagnostic Review Team. However, the Team did not find evidence of a sense of urgency in this regard among other stakeholders. In addition, there is a lack of consistent monitoring and accountability, minimal stakeholder involvement in decision-making, and a lack of parent involvement in their children's education. Developing and implementing systems to address these concerns would greatly strengthen the school's capacity to provide equitable and challenging learning experiences for all students.

The following Improvement Priorities are based on the Diagnostic Review Team's analysis and designed to focus T.T. Knight Middle School stakeholders on increasing student success and achievement.

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, implement, and monitor a systematic process to adjust curriculum, instruction, and assessment based on an analysis of data from a variety of sources (e.g., summative and interim student achievement data, supervision/evaluation/monitoring data, stakeholder surveys, etc.).
- Engage in a process to determine “root causes” for low parent involvement and evaluate the effectiveness of current practices used to communicate learning progress to parents. Use the results of this analysis to design, implement and evaluate programs that will improve parent involvement, more meaningfully engage families in their children’s education, and ensure information about individual student learning progress is consistently and effectively conveyed.
- Establish, consistently implement, and evaluate a process to monitor instructional effectiveness that includes formal/informal classroom observations as well as review of planning documents, examination of assessment data, student work, etc. The revised monitoring process should focus on improvement in instruction that leads to increased levels of student success and consistently provides teachers with feedback that will improve their effectiveness (e.g., student engagement, rigor). It should also address 1) use of instructional practices that are aligned with the school's values and beliefs about teaching and learning, 2) teaching the approved curriculum, 3) assurance that teachers are directly engaged with all students in the oversight of their learning.
- Further refine strategies to more consistently implement the school’s instructional framework. Ensure that the instructional process/framework is effective in increasing student engagement and achievement of learning expectations and that it fosters the use of a variety of instructional strategies including the use of exemplars of high quality work.

Addenda

Team Roster

Member	Brief Biography
<p>Dr. Rozalyne P Wright <i>(College/University Representative)</i></p>	<p>Dr. Rozalyne P. Wright, Education and Diversity Consultant, earned her Bachelor of Arts Degree in Spanish from Bethune-Cookman College (University) in Daytona Beach, Florida; her master's degree in administration from the University of Tampa; and a doctorate in educational leadership from Nova Southeastern University. She began her educational career in 1972 as a classroom teacher at R. B. Cox Elementary School in Dade City, Florida. Her 17 years of experience at Cox Elementary School included classroom teacher, migrant language arts resource teacher, assistant principal, and principal. In 1989, she relocated to Highlands County, serving as coordinator of personnel and director of elementary and federal programs. In March 2001, she was employed by the Collier County School Board as director of diversity prior to assuming responsibilities as executive assistant to the superintendent. She retired from the Collier County School District in 2008 and, subsequently, established ZORAD Consultative Services, LLC. She provides contracted services for AdvancED and supervises interns for several universities.</p>
<p>Mr. Darrell G. Daigle <i>(KDE Staff)</i></p>	<p>Darrell Daigle is the Education Recovery Leader at Christian County High in Hopkinsville, KY. He was a teacher and assistant principal at Henderson County High School in Henderson, KY. He was also Director of Secondary Education and Executive Director of Academic Services and Research for the Henderson County Schools.</p>
<p>Mr. Bill Bradford <i>(District Practitioner Administrator)</i></p>	<p>Mr. Bradford is the Assistant Superintendent for Learning Support in the Covington Independent Public School district in Covington, Kentucky. Previously, he served as an elementary school principal in the same district at Sixth District Elementary School. His career began in Fayette County Public Schools in Lexington, Kentucky, where he was a high school Spanish Teacher and a district-wide K-12 Instructional Support Specialist. Mr. Bradford is currently pursuing his doctorate in Education Leadership at Northern Kentucky University.</p>
<p>Dr. Lisa Carroll <i>(KDE Staff)</i></p>	<p>Dr. Lisa Carroll is currently serving as an Educational Recovery Specialist for the Kentucky Department of Education assigned to Hopkins County Central High School. She has held a variety of roles in education throughout her career including Lead Principal K-12 and Middle School Principal, High School Assistant Principal, District Curriculum Specialist, Instructional Supervisor, Assistant Superintendent for Instruction and Highly Skilled Educator. Lisa has served on many review teams including those through AdvanceEd, KDE Scholastic Audits and SACS accreditation throughout the years. Having recently earned her doctorate in Educational Leadership from Morehead State University she is currently teaching graduate leadership courses online for the University of the Cumberlands.</p>

Member	Brief Biography
Mr. Kevin Darrell Gay <i>(KDE Staff)</i>	Kevin Gay moved into the role of Educational Recovery Leader in July of 2014. He currently is serving in that capacity at Lee County High School. Previously, Mr. Gay served as principal at Leslie County High School. Before his arrival there in 2009, LCHS had been identified as a persistently low achieving (PLA) school. By January of 2013, under his leadership, Leslie County High was the first school in Kentucky to exit PLA status. Mr. Gay began his educational career in 1998 as a social studies teacher and head football coach at Leslie County Middle School. His years of experience included principal at Hayes Lewis Elementary and Big Creek Elementary. Mr. Gay earned his Rank I in Supervision with certification for superintendent, supervisor of instruction, and director of pupil personnel from Eastern Kentucky University. He received his Master degree in educational leadership and his Bachelor of Science in History. He is affiliated with KDE School Turnaround Training, Kentucky Leadership Academy, and Kentucky Association of School Administrators.
Dr. Robert Lyons <i>(Parent)</i>	Twenty-four years in education in Kentucky. Currently serving as the Assistant Dean and a Professor of School Administration for the College of Education & Human Services at Murray State University (Ky). Ten years of prior experience in k-12 education in Kentucky, including roles as an Assistant Principal (Marshall County High School) and a high school Physics teacher (Henderson County Senior High School).
Dr. Kathleen Marie Smith <i>(School Practitioner Administrator)</i>	Dr. Kathleen M. Smith has been an educator since 1975. She is currently the Director for AdvancEd Virginia in the division of accreditation. Her work as the Director of the Office of School Improvement with the Virginia Department of Education has provided experience in school and district improvement. Her past experience as a special educator, alternative education specialist, career and technical director, pre-school specialist, and school improvement specialist provide a diverse background as a reference point to support schools and districts. Her career in the public school system as well as public education has been working with diverse student populations. She received her doctorate from The College of William and Mary. Her dissertation, The Impact of District Climate on Student Achievement, was a culmination of her desire to support districts in finding systemic avenues to improve outcomes for students.
Dr. Shelli Wilson <i>(District Practitioner Administrator)</i>	Shelli has served as an Elementary Teacher, Elementary Special Education teacher, Middle School assistant principal, High School assistant principal, Elementary School principal, athletic director, transportation director, district assessment coordinator, professional development coordinator, G/T coordinator, ESS, ELL, Title I, IIA, III, and IV director, and Associate Superintendent as well as Interim Superintendent.

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
2. Student Performance Data Analysis
3. Stakeholder Survey Plus/Delta
4. Leadership Assessment Addendum

**2015 School Diagnostic Review Schedule
Knight Middle School
Louisville, KY**

FINAL – 012315

Sunday, January 25, 2015

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
3:30 p.m. -5:30 p.m.	Orientation and First Team Work Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal’s Overview Presentation	Hotel Conference Room	Diagnostic Review Team Members Principal/Leadership Team
7:30 p.m. – 8:30 p.m.	First Team Work Session (cont.)	Hotel Conference Room	Diagnostic Review Team Members

Monday, January 26, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team Arrives at School		Diagnostic Review Team Members
7:50 a.m. – 8:50 a.m.	Principal Interview		Diagnostic Review Team Members
8:50 a.m. – 9:40 a.m.	Classroom Observations, Interviews, Artifact Reviews		Diagnostic Review Team Members (working in pairs or as individuals)
9:40 a.m. – 10:30 a.m.	Classroom Observation, Interviews, Artifact Reviews		Diagnostic Review Team Members
10:30 a.m. – 11:45 a.m.	Classroom Observations, Interviews, Artifact Reviews 11:00 – 11:20 a.m. – Interview 6th Grade Students (Media Center)		
11:45 a.m. – 12:35 p.m.	Classroom Observations, Interviews, Artifact Reviews 12:00 Noon – 12:30 p.m. – Interview Parents (Media Center) 12:00 Noon – 12:30 p.m. – Interview Community Members (Media Center)		
12:35 p.m. – 1:25 p.m.	WORKING LUNCH		Diagnostic Review Team Members
1:25 p.m. – 2:20 p.m.	Classroom Observations, Interviews, Artifact Reviews		Diagnostic Review Team Members (working in pairs or as individuals)
2:35 p.m. – 3:20 p.m.	Interview Leadership Team (4 Groups) Various Locations		Diagnostic Review Team Members
3:30 p.m.	Team Returns to Hotel		
5:30 p.m. – 6:30 p.m.	Working Dinner	Hotel	Diagnostic Review Team Members
6:30 p.m. – 9:00 p.m.	Evening Work Session #2	Hotel Conf. Room	Diagnostic Review Team Members

Tuesday, January 27, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team Arrives at School		Diagnostic Review Team Members
8:00 a.m. – 8:50 a.m.	Interview Advisory Council (Media Center)		Diagnostic Review Team members (working in pairs or as individuals)
9:40 a.m. – 10:30 a.m.	Classroom Observations, Interviews, Artifact Reviews, etc.		Diagnostic Review Team Members (working in pairs or as individuals)
10:30 a.m. – 11:45 a.m.	Classroom Observations, Interviews, Artifact Reviews, etc. 10:35 – 10:55 a.m. – Interview 7th Grade Students (Media Center) 11:25 – 11:45 a.m. – Interview 8th Grade Students (Media Center)		Diagnostic Review Team (working in pairs or as individuals)
11:45 a.m.-12:35 p.m.	WORKING LUNCH		Diagnostic Review Team Members
12:35 p.m. – 1:25 p.m.	Classroom Observations, Interviews, Artifact Reviews, etc.		Diagnostic Review Team Members (working in pairs or as individuals)
1:25 p.m. – 2:35 p.m.	Classroom Observations, Interviews, Artifact Reviews, etc. Interview Instructional Support Staff – (Media Center) Interview Non-Instructional Staff – (Media Center, TBA – 2 Groups)		
2:35 p.m. – 3:30 p.m.	Team Debriefing Session		Diagnostic Review Team Members
3:30 p.m.	Team Returns to Hotel		
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 9:00 p.m.	Evening Work Session #3	Hotel Conf. Room	Diagnostic Review Team Members

Wednesday, January 28, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Check out of Hotel and Depart for School	Hotel	Diagnostic Review Team
8:15 a.m.	Arrive at School		Diagnostic Review Team
8:15 a.m. – 11:30 a.m.	Final Team Work Session		Diagnostic Review Team (working in pairs or as individuals)
11:30 a.m. – 12:30 p.m.	Working Lunch		Diagnostic Review Team Members
12:30 p.m. – 1:30 p.m.	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team KDE Facilitator
1:30 p.m. – 2:00 p.m.	Team Debriefs/Finalizes Work		Diagnostic Review Team
2:00 p.m. – 2:15 p.m.	Exit Report with the Principal		Lead Evaluator Principal
2:15 p.m.	Diagnostic Review Team Departs from School		

TT Knight Middle School Student Performance Data Template

School 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	43.7	44.7	45.0	YES	YES	N/A
2012-2013	35.8	36.8	33.9	NO	YES	N/A

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessment 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)
Reading	18.7	46.8	23.1	51.1	27.4	53.2
Math	12.1	40.6	16.1	40.7	19.5	44.8
Science	33.3	61.8	30.0	61.2	33.3	64.2
Social Studies	31.1	58.6	24.3	59.2	26.8	59.4
Writing	20.1	41.4	22.4	43.4	25.4	43.7
Language Mech.	12.4	49.1	19.3	43.8	20.0	40.3

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 RD/MA	46.0	35.8	NO	40.8	27.8	NO
Reading	47.0	44.1	NO	41.0	34.8	NO
Math	45.0	27.4	NO	40.6	20.7	NO
Science	63.9	54.8	NO	63.0	45.5	NO
Social Studies	51.0	40.4	NO	40.0	32.9	NO
Writing	50.6	18.3	NO	43.0	11.0	NO

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State							
English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
42.1	64.6	8.3	34.6	18.6	44.1	5.5	15.2

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	1.94	1.86	1.56	1.80	7.2	Needs Improvement
Practical Living	1.43	1.67	1.33	1.42	5.9	Needs Improvement
Writing	1.17	1.00	1.11	1.57	4.9	Needs Improvement

Summary of Student Performance Data:

The percentage of students scoring at proficient or distinguished levels in reading, math, writing, and language mechanics increased between the 2011-2012 and 2013-2014 academic years. K-PREP science scores have shown jagged progress over the past three years, dropping from 33.3% proficient/distinguished (P/D) in 2011-12 to 30.0% P/D in 2012-13, and then increasing to 33.3% in 2013-2014. K-PREP reading scores demonstrated the greatest amount of growth between the 2011-2012 and 2013-2014 academic years with an 8.8% increase in P/D. K- PREP language mechanics scores showed a 7.6% increase in P/D. However, K-PREP social studies scores showed a decrease of 4.3% from 31.1 % P/D in 2011-12 to 26.8% P/D in 2013-14.

While Knight showed some gains in most areas, the school failed to meet each of its KDE-determined Delivery Targets for both proficiency and gap. The school's achievement data demonstrates downward trends in social studies. There has been no significant growth in social studies achievement between the 2011-2012 academic year (31.1 percent Proficient/distinguished) and the 2013-2014 academic year (26.8 percent Proficient/distinguished). The percentage of students scoring at proficient or distinguished levels in science increased by 3.3 percent between the 2012-2013 and 2013-2014 academic years. However, this gain reflects regaining those points lost from 2011-2012. The percentage of students scoring at proficient and distinguished levels on the K-PREP writing exam increased by 5.3 percent between the 2011-2012 and 2013-2014 academic years. The school's non-duplicated gap students did not meet Delivery Targets identified by the state on K-PREP reading, math, science, social studies, and writing exams.

The percentage of students scoring at proficient or distinguished levels on reading, math, science, social studies, and writing K-PREP exams was below the percentage of students scoring at proficient or distinguished levels statewide. The percentage of students meeting English, math, reading, and science benchmarks on the ACT EXPLORE was below the statewide percentage of students meeting those benchmarks during the 2013-2014 academic year. The school's Program Review ratings for Arts and Humanities, Practical Living, and Writing designated the program as Needs Improvement.

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

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

1. One-hundred percent of staff strongly agree/agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
2. Eighty-five percent of parents strongly agree/agree with the statement, "My child knows the expectations for learning in all classes."
3. Seventy-eight percent of students strongly agree/agree with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."

Delta:

1. Fifty-seven percent of staff strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
2. Fifty-six percent of parents strongly agree/agree with the statement, "All of my child's teachers give work that challenges my child."
3. Fifty percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Leadership Capacity

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

1. Ninety-six percent of staff strongly agree/agree with the statement, "Our school's leaders support an innovative and collaborative culture."
2. Eighty-seven percent of parents agree/strongly agree with the statement, "Our school has high expectations for students in all classes."
3. Eighty percent of students strongly agree/agree with the statement, "In my school, the principal and teachers have high expectations of me."

Delta:

1. Sixty-six percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
2. Sixty-one percent of parents strongly agree/agree with the statement, "Our school's governing body operates responsibly and functions effectively."
3. Sixty-four percent of students strongly agree/agree with the statement, "In my school, a high quality education is offered."

Resource Utilization

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

1. Ninety-four percent of staff strongly agree/agree with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
2. Eighty-seven percent of parents strongly agree/agree with the statement, "Our school provides a safe learning environment."
3. Seventy-six percent of students strongly agree/agree with the statement, "In my school, programs and services are available to help me succeed."

Delta:

1. Seventy percent of parents strongly agree/agree with the statement, "Our school ensures the effective use of financial resources."
2. Sixty-one percent of students strongly agree/agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
3. Sixty-eight percent of students strongly agree/agree with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)."



2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies from the 2012-2013 Leadership Assessment/Diagnostic Review Report for Knight Middle School.

Improvement Priority 1

Indicator 2.6	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1	3	2

2.6 Improvement Priority	School Rating	Team Rating
Structure staff supervision and evaluation systems to inform and support professional growth needs and use identified needs to assist in the creation of a strong professional development program.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Examples of PD offerings and plans tied specifically to the results from supervision and evaluation • Governing body policy on supervision and evaluation • Supervision and evaluation documents with criteria for improving professional practice and student success noted • Job specific criteria • Representative supervision and evaluation reports
<p>School Supporting Rationale:</p> <ul style="list-style-type: none"> • Fostering a culture that is based on support of both teachers and students while cultivating a growth mindset in both teachers and students

- Providing regular and ongoing feedback to teachers with respect to our core beliefs via walkthroughs utilizing the Danielson Framework
- Instruction has an intentional focus on CC Standards and student centered activities
- School focus on an enduring skill...making a claim and citing evidence. PLCs meet weekly with their coach to examine different strategies around the school initiatives of Close Reading and Vocabulary by examining student work.

ACTION PLAN

- Master schedule to accommodate Department PLC meetings once a week with a trained facilitator (GCCs)
- Instructional Coach (GCCs) assigned to every teacher. Coach and teacher will write instructional goals and an action plan to meet the teacher's instructional goals. Coach will conduct a weekly walkthrough to collect data on progress towards goals. The coach and teacher will meet once a week to discuss progress and next steps toward meeting instructional goals.
- Whole faculty instruction on KY Framework Domains 2 and 3. Following the instruction on a specific domain like 2A, the principal, APs, and ERL will conduct walkthroughs using the Knight Middle School Walkthrough Feedback Instrument on the established domain. Feedback will be given both to the individual teacher, and then to the entire faculty. There will be another round of walkthroughs focused on that particular domain followed by more feedback both to individual and group.
- Monthly differentiated PD experiences will take place Tuesdays after school based on data collected by both coaches and administrators. We will have "deeper dives" into instructional tools and our Knight Middle School identified strategies (close reading and vocabulary). Each teacher will be assigned to a cohort based on individual need.

Team Evidence:

Classroom Observation Data
 Observation of Professional Learning Community (PLC) Meetings
 Agendas/minutes of Knight Leadership Team Meetings
 Agendas/minutes of PLC Meetings
 Agendas/minutes of Instructional Team Meetings
 School Advisory Council Interview
 Stakeholder Interviews
 Student Performance Data
 Stakeholder Survey Data
 Walkthrough Documentation
 Professional Development Documentation
 Minutes of Instructional Team and Knight Leaders

Team Supporting Rationale:

Conversations with various stakeholder groups confirmed that the school has adopted several structures and frameworks to increase student achievement, including the Knight Leadership Team, Professional Learning Community (PLC) sessions, and the provision of teacher coaches and mentors. However, the Diagnostic Review Team found minimal evidence of the presence or systematic use of

protocols or policies to enhance consistency schoolwide. Comments from the School Advisory Council were vague regarding their involvement in and knowledge of the development of protocols and policies.

A review of artifacts and conversations with staff revealed that Professional Learning Community meetings are scheduled weekly, using facilitators to guide the sessions. However, observations by the Diagnostic Review Team and comments from teachers revealed that limited discussions of formative classroom-level data occur during PLC meetings or team meetings.

Discussions with staff and a review of data revealed that 48 percent of the instructional staff are new to the school this school year and are inexperienced. They are participants in the Kentucky Teacher Internship Program, Alternative Certification Program, or have substitute or emergency certification, all of which demand additional support and assistance. Instructional coaches have been assigned to assist new teachers in developing instructional goals. However, classroom observations and conversations with students revealed a prevalence of teacher-directed instruction and the need for more challenging curriculum. The provision of continued professional development opportunities that meet the individual needs of the teachers and promote the use of rigorous instructional strategies in all classrooms will enhance student engagement and success.

Improvement Priority 2

Indicator 3.2	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
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.	1	2	1.5

3.2 Improvement Priority Monitor the instructional program to ensure the alignment of curriculum across grade levels and content areas is consistent.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- Curriculum Guides
- Common Assessments
- Products – scope and sequence, curriculum maps
- Lesson Plans aligned to curriculum

School Comments:

Staff interviews, school observations, and review of artifacts revealed that the school does have some vertical and horizontal teams engaging in discussions about student learning. However, there is limited evidence that these teams use information from their discussions to adjust the curriculum to meet the needs of all students.

ACTION PLAN

- Master schedule to accommodate Department PLC meetings once a week with a trained facilitator (GCCs)
- Calibrating on rigor and evidence of rigor in student work
- PLC protocol for all meetings documenting conversation around tools/strategies and the effectiveness of the tools/strategies using student work as the evidence

Team Evidence:

Districtwide curriculum documents
Professional Learning Community agendas/minutes
School policies
Coaching feedback notes
Stakeholder survey data
Classroom observations
Stakeholder interviews

Team Comments:

Although a districtwide curriculum map is in place, the Diagnostic Review Team determined that lesson plan alignment with this map is minimal. Comments from staff suggested that while teachers complete lesson plans, monitoring of them by school leadership is inconsistent. Staff discussions regarding formative assessments and the use of data from such assessments to impact instruction were minimal. Instructional coaches and school leadership reported the lack of a formal process for aligning the curriculum, either vertically or horizontally, at the school level. The Diagnostic Review Team did not find evidence of a comprehensive process for monitoring the instructional program.

Improvement Priority 3

Indicator 3.4	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	3	1.625

3.4 Improvement Priority Restructure the system of instructional program monitoring to incorporate documented use of classroom walkthrough data to monitor and adjust instructional strategies and professional practice.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • PowerPoint presentations from staff meetings regarding results from ELEOT walkthroughs • Administrative walkthrough schedule with documentation forms • Coaches’ walkthrough documentation with follow-up meeting notes • Plus/Delta analysis shared with teachers following walkthroughs
<p>School Supporting Rationale: Based on the need for a cohesive plan to address the needs of an inexperienced faculty, the following action plan was written to ensure that our faculty feels supported regarding the use of walkthrough data to drive how we monitor and adjust instructional strategies.</p> <p><u>ACTION PLAN</u></p> <ul style="list-style-type: none"> • Instructional Coach (GCCs) assigned to every teacher. Coach and teacher will write instructional goals and an action plan to meet the teacher’s instructional goals. Coach will conduct a weekly walkthrough to collect data on progress towards goals. The coach and teacher will meet once a week to discuss progress and next steps toward meeting instructional goals. • Whole faculty instruction on KY Framework Domains 2 and 3. Following the instruction on a specific domain like 2A, the principal, APs, and ERL will conduct walkthroughs using the Knight Middle School Walkthrough Feedback Instrument on the established domain. Feedback will be given both to the individual teacher, and then to the entire faculty. Another round of walk-throughs on that particular domain followed by more feedback both to individual and group. • Monthly differentiated PD experiences (Tuesday after school) based on the data collected by both coaches and administrators. We will have “deeper dives” into instructional tools and our Knight Middle School identified strategies (close reading and vocabulary). Each teacher will be assigned to a cohort based on individual need.

<p>Team Evidence:</p> <p>Stakeholder interviews Classroom observations Student performance data</p>

Stakeholder survey data Walkthrough documentation Lesson plans
<p>Team Supporting Rationale:</p> <p>Instructional walkthroughs are conducted, but do not seem to be producing positive change in the instructional program. As indicated by the classroom observation data, the instructional program lacks rigor and consistency in the use of effective instructional strategies. Adequate personnel and resources are available schoolwide to facilitate and support improved instructional practices to promote rigor, differentiated instruction, and student engagement. However, the lack of systematic and systemic monitoring has resulted in marginal improvements in the use of effective instructional strategies.</p> <p>Stakeholder survey data indicate that both the staff and students agree that inconsistencies exist schoolwide regarding the use of varied instructional strategies; that strategies to promote rigor and engagement are used infrequently; and that instructional technology is not used regularly to engage students in their learning. The data also indicate that monitoring of student learning is generally schoolwide as opposed to the use of classroom-level formative assessments.</p> <p>Survey data suggest that improvement in the school’s capacity to monitor and adjust curriculum, instruction and assessment practices may be a significant leverage point for improvement. Sixty-four percent of staff indicated that they agree/strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that roughly one third of the staff cannot confirm the consistent use of this effective practice. Somewhat similarly, 51 percent of students indicated that they agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that about half of the students cannot confirm the existence of this effective practice across the school.</p>

Improvement Priority 4

Indicator 3.11	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
All staff members participate in a continuous program of professional learning.	1	2	1.875

3.11 Improvement Priority	School Rating	Team Rating
Ensure that the professional development program offerings are aligned with the school’s needs and evaluated for effectiveness within the classroom.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	

This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Agendas from job-embedded PD (ePD at Knight Middle School) • ePD is developed for PLC groups (focus on instructional strategies specific to content) and Academic Teams (focus on management side of teaching - gradebook, behavior, data tracking for ECE, CIITS etc.) • Individual coaching sessions with Instructional Coach based on instructional needs identified in the coach’s weekly walkthrough • Individual coaching sessions with Behavior Specialist based on behavior management needs identified by SRT calls and administrative walkthroughs • Ongoing plus/delta analysis and next steps with every instructional initiative and strategy • Walkthrough schedule and data from walkthroughs
<p>School Supporting Rationale:</p> <p>Knight Middle School wanted to be very intentional when designing our PD program for teachers. Rather than take a “one size fits all” strategy, we opted for a strategy that was tailored to teachers’ individual needs. Different teachers receive different PD based on individual need.</p> <p><u>ACTION PLAN:</u></p> <ul style="list-style-type: none"> • Instructional Coach (GCCs) assigned to every teacher. Coach and teacher will write instructional goals and an action plan to meet the teacher’s instructional goals. Coach will conduct a weekly walk through to collect data on progress towards goals. The coach and teacher will meet once a week to discuss progress and next steps toward meeting instructional goals. • Whole faculty instruction on KY Framework Domains 2 and 3. Following the instruction on a specific domain like 2A, the principal, APs, and ERL will conduct walkthroughs using the Knight Middle School Walkthrough Feedback Instrument on the established domain. Feedback will be given both to the individual teacher, and then to the entire faculty. Another round of walk-throughs on that particular domain followed by more feedback both to individual and group. • Monthly differentiated PD experiences will take place Tuesdays after school based on data collected by both coaches and administrators. We will have “deeper dives” into instructional tools and our Knight Middle School identified strategies (close reading and vocabulary). Each teacher will be assigned to a cohort based on individual need. • Behavior specialist to provide individual coaching based on data collected regarding behavior management (SRT calls, administrative walkthroughs)

<p>Team Evidence:</p> <p>Stakeholder interviews Stakeholder surveys Review of PLC agendas/minutes</p>

List of Professional Development offerings Walkthrough notes Agendas/minutes of PLC meetings Agendas/minutes of team meetings
Team Supporting Rationale: The Diagnostic Review Team discovered through staff interviews and a review of artifacts that the school leadership team provided several opportunities for school wide professional development during the summer of 2014 in preparation for the current school year. Other professional development activities are designed to meet the individual needs of teachers. Although these activities have been implemented, the Diagnostic Review Team was unable to find evidence of the evaluation of the professional development program for effectiveness in improving instruction and student achievement.

Improvement Priority 5

Indicator 4.5	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The technology infrastructure supports the school's teaching, learning and operational needs.	1	2	2

4.5 Improvement Priority	School Rating	Team Rating
Create and administer a technology needs assessment and use the resulting data for implementing a technology plan to continuously improve technology services and infrastructure.		
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: <ul style="list-style-type: none"> • Surveys with results of needs of teachers • PD (after school, optional) on iPads and Apps • PD (ePDs during school) on clickers • PD (ePDs during school) on databases • Technology news (part of library news and part of school newsletter) • Technology committee (has met 3 times, agenda and minutes) • Technology walk through (school level and district level)

School Supporting Rationale:

The beginnings of a comprehensive technology plan with a monitoring system are in place. A technology committee has been created and has surveyed the staff on needs and responded to those needs with both optional and embedded PD. However, a cohesive, comprehensive plan to continuously improve technology services and infrastructure does not exist.

Team Evidence:

- Stakeholder surveys
- Stakeholder interviews
- Technology plan
- Survey data
- Interview of Technology Committee Member
- Classroom observations

Team Supporting Rationale:

Comments during stakeholder interviews, a review of artifacts, and classroom observations revealed that the school is in the initial phases of developing a comprehensive technology plan. Although a Technology Committee has been formed, it has not yet had the opportunity to fully develop the plan to ensure the continuous improvement of technology services and infrastructure.

Survey results suggest the staff holds generally favorable perceptions about technology at the school. About 89 percent of staff indicated that they agree/strongly agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning." In addition, about 95 percent of staff indicated that they agree/strongly agree with the statement, "Our school provides a variety of information resources to support student learning."

However, students and parents do not share these favorable perceptions. For example, 76 percent of parents indicated that they agree/strongly agree with the statement, "My child has up-to-date computers and other technology to learn." Roughly 61 percent of students indicated that they agree/strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."

As detailed earlier in this report, classroom observation data indicates that Digital Learning is the lowest rated of the seven environments.

Improvement Priority 6

Indicator 5.3	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Professional and support staff are trained in the evaluation, interpretation, and use of data.	1	2	1.5

5.3 Improvement Priority Provide training for all staff in a rigorous, individualized professional development program that focuses on evaluating, interpreting, and using data to drive instruction.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Bobcat Student Data Journal/Goal Setters Journal • PDSA PD during staff meeting (PowerPoint) • Cascade ePD for Proficiency tests • ePD for MAP scores interpretation and how to use results • ePD for ECE data collection with both regular education and special education teachers • ePD training on our school wide enduring skill of claims and evidence and close reading • Optional summer PD on Compass Learning Lessons
<p>School Supporting Rationale:</p> <p>Since over two-thirds of our staff has three or less years teaching experience, Knight created an aggressive plan to support our teachers with the use of data. We have identified areas of need and addressed those areas with both whole school PD and job-embedded ePD to ensure a cohesive, comprehensive look at how to use data to further our instructional and behavioral goals.</p> <p><u>ACTION PLAN:</u></p> <ul style="list-style-type: none"> • Master schedule to accommodate Department PLC meetings once a week with a trained facilitator (GCCs). • Instructional Coach (GCCs) assigned to every teacher. Coach and teacher will write instructional goals and an action plan to meet the teacher’s instructional goals. Coach will conduct a weekly walkthrough to collect data on progress towards goals. The coach and teacher will meet once a week to discuss progress and next steps toward meeting instructional goals. • Calibrating on rigor and evidence of rigor in student work. • PLC protocol for all meetings documenting conversation around tools/strategies and the effectiveness of the tools/strategies using student work as the evidence.

<p>Team Evidence:</p> <p>Stakeholder interviews Student performance data Stakeholder survey data</p>
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PLC agendas/minutes
Classroom observations
Artifact reviews

Team Supporting Rationale:

Classroom observations revealed an incomplete process for analyzing data to determine improvement in student learning, including readiness for and success at the next level. In addition, the Diagnostic Review Team found limited evidence of systemic use of data to inform decision-making and daily classroom instruction. There was minimal use of formative assessments during classroom observations.

Student interviews provided strong evidence of a need for teachers to provide feedback to students regarding their mastery of standards. Students stated that progress reports and other formal quarterly reporting was teacher directed. Some teachers provided interim progress reports while others did not.

Teachers and leadership team members were unable to articulate present levels of student performance on embedded local assessments in relation to the mastery of academic standards. The principal referenced the use of verbal checks to monitor student learning as opposed to verifiable data. Refinement in these areas holds the potential to significantly accelerate student learning.

Survey data suggests that there is some agreement among the staff regarding training to support the use of data. Roughly 72 percent of staff indicated that they agree/strongly agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data," suggesting that additional efforts to ensure that training is consistent across the school might be warranted.

School Diagnostic Review Summary Report

Knight Middle School

Jefferson County Public Schools

1/25/2015 – 1/28/2015

The members of the Knight Middle 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 Knight Middle School to continue the 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: _____

I have received the diagnostic review report for Knight Middle School.

Principal, Knight Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____