Report of the Diagnostic Review Team for Moore Traditional 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

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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

Moore Traditional Middle School hosted a Diagnostic Review on February 16-19, 2016. The on-site review involved a five member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Moore Traditional Middle School for its hospitality throughout the visit. The school staff is commended for their preparation and responsiveness to the team's requests throughout the review.

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Prior to the start of the Diagnostic Review, the team conducted an online planning meeting and communicated extensively through e-mails to complete the initial intensive study, review, and analysis of information and documents provided by the school. The Lead Evaluator conducted a conference call with the key leaders of the school and communicated multiple times with the principal prior to the on-site review. The school's Internal Review engaged primarily staff and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were organized by Indicators and were provided electronically through Dropbox.

A total of 57 stakeholders were interviewed and 28 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty, and staff were candid and thoughtful in discussing their continuous improvement processes and student performance data.

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
Board Members	7
Administrators	6
Instructional Staff	23
Support Staff	5
Students	12
Parents/Community/Business Leaders	4
Total	**57**

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.

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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

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key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.20
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.	1.60
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.20
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.80
3.6	Teachers implement the school's instructional process in support of student learning.	1.20
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.40
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.00

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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.	1.60
3.11	All staff members participate in a continuous program of professional learning.	1.60
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.00

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.	1.00
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.	1.00
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.00
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.	1.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1.00

Student Performance Diagnostic

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

Evaluative Criteria	Review Team Score
Assessment Quality	3.00
Test Administration	3.00
Equity of Learning	2.00
Quality of Learning	2.00

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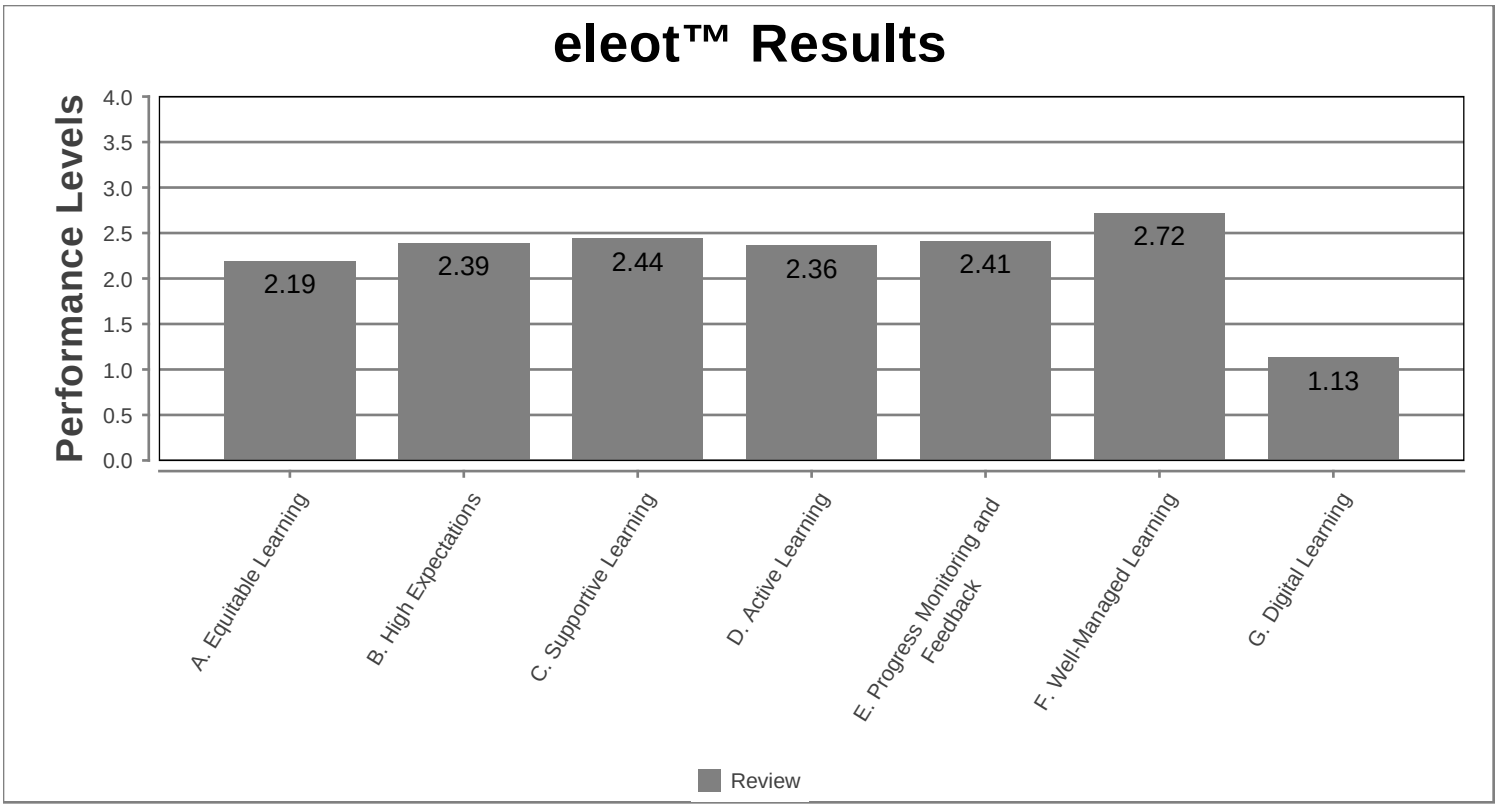
Effective Learning Environments Observation Tool (eleot™)

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™.



During the Review, Team Members conducted eleot™ observations in 28 classrooms. The Well-Managed Learning Environment received the highest overall rating of 2.72 on a 4 point scale. The Supportive Learning Environment was the second highest rated with a 2.44 on a 4 point scale. Rating closely together were Progress Monitoring and Feedback Learning Environment with an overall rating of 2.41, High Expectations Learning Environment rated a 2.39 and Active Learning Environment, which earned a rating of 2.36. Observers rated the Equitable Learning Environment a 2.19. Finally, the lowest rated Learning Environment was Digital

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with a rating of 1.13.

Students interacted respectfully with their peers and teachers. They demonstrated knowledge of classroom rules and routines and demonstrated positive attitudes.

Within the seven Learning Environments, the lowest individual item ratings clustered around those issues directly related to classroom instruction. Students seldom had opportunities for differentiated learning and/or alternative lesson content and activities. Students typically were not provided feedback on their participation/mastery of lesson content and were not offered opportunities to revise their work based on the feedback. The use of exemplars (e.g., rubrics, models, finished products) to provide students with performance standards rarely occurred. The lack of connection between classroom instruction and students' daily lives and backgrounds was a theme prevalent across many classrooms. Few students used any type of technology for their learning.

Staff members reported that they have recently begun using the eleot™ classroom observation tool.

It was evident/very evident in 82 percent of the classrooms that students "had equal access to classroom discussions, activities, resources, technology, and support" (A2). It was evident/very evident in 75 percent of the classrooms that students knew "rules and consequences were fair, clear, and consistently applied" (A3). It was evident/very evident in seven percent of the classrooms that students had "ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" (A4).

It was evident/very evident in 18 percent of the classrooms that students "had differentiated learning opportunities and activities that met her/his needs" (A1). The lack of differentiated learning opportunities provides an opportunity for the school to leverage this strategy to improve student learning.

It was evident/very evident in 68 percent of classrooms that students "know and strive to meet the high expectations established by the teacher" (B1). It was also evident/very evident in 68 percent of classrooms that students were "tasked with activities and learning that are challenging but attainable" (B2). Instances of teachers providing students with "exemplars of high quality work" (B3) were evident/very evident in 18 percent of classrooms." While students were tasked with activities and work to meet teacher expectations, students frequently were not certain of what quality work looked like due to the lack of exemplars used to illustrate such attributes.

Instances in which students demonstrated a positive attitude about the classroom and learning (C2) were evident/very evident in 71 percent of classrooms. Instances in which students demonstrated or expressed that learning experiences were positive (C1) were evident in 68 percent of classrooms.

It was evident/very evident in 18 percent of the classrooms that students were provided "additional/alternative instruction and feedback at the appropriate level of his/her needs" (C5). By addressing the lack of differentiation and individualization, the school could leverage those powerful strategies to increase student leaning.

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It was evident/very evident in 71 percent of the classrooms that students "had several opportunities to engage in discussions with teacher and other students" (D1). Instances of students "actively engaged in the learning activities" (D3) were evident/very evident in 68 percent of the classrooms. In 21 percent of the classrooms, it was evident/very evident that students were provided opportunities to "make connections from content to real-life experiences" (D2). Classroom observations strongly supported the need to help students make connections from content to real-life experiences.

In 64 percent of the classrooms, it was evident/very evident that students understood the lesson content (E3). At the same time, it was evident/very evident in 54 percent of the classrooms that students understood how their work was assessed (E4). In 43 percent of the classrooms was it evident/very evident that students had opportunities to revise/improve their work based on teacher feedback (E5).

Areas of strength emerged in the Well-Managed Learning Environment. It was evident/very evident in 89 percent of the classrooms that the students "know classroom routines, behavioral expectations and consequences" (F5). It was also evident/very evident in 86 percent of the classrooms that the students "speak and interact respectfully with teacher(s) and peers" (F1). It was evident/very evident in just 50 percent of the classrooms that the students "transition smoothly and efficiently to activities" (F3).

Student use of "digital tools/technology to gather, evaluate, and/or use information for learning" (D1) was evident/very evident in just four percent of the classrooms. This was true also of student use of "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (D2). These ratings indicated infrequent use of technology in the classrooms. Student-centered technology not only functions as an effective learning tool; it can motivate many students to want to engage in learning activities.

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eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.75	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	17.86%	39.29%	42.86%
2.	2.86	Has equal access to classroom discussions, activities, resources, technology, and support	3.57%	78.57%	17.86%	0.00%
3.	2.75	Knows that rules and consequences are fair, clear, and consistently applied	3.57%	71.43%	21.43%	3.57%
4.	1.39	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	7.14%	25.00%	67.86%
Overall rating on a 4 point scale: 2.19						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.68	Knows and strives to meet the high expectations established by the teacher	3.57%	64.29%	28.57%	3.57%
2.	2.64	Is tasked with activities and learning that are challenging but attainable	0.00%	67.86%	28.57%	3.57%
3.	1.71	Is provided exemplars of high quality work	7.14%	10.71%	28.57%	53.57%
4.	2.50	Is engaged in rigorous coursework, discussions, and/or tasks	3.57%	46.43%	46.43%	3.57%
5.	2.43	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	3.57%	42.86%	46.43%	7.14%
Overall rating on a 4 point scale: 2.39						

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C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.68	Demonstrates or expresses that learning experiences are positive	3.57%	64.29%	28.57%	3.57%
2.	2.75	Demonstrates positive attitude about the classroom and learning	7.14%	64.29%	25.00%	3.57%
3.	2.39	Takes risks in learning (without fear of negative feedback)	7.14%	42.86%	32.14%	17.86%
4.	2.57	Is provided support and assistance to understand content and accomplish tasks	3.57%	53.57%	39.29%	3.57%
5.	1.82	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0.00%	17.86%	46.43%	35.71%
Overall rating on a 4 point scale: 2.44						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.71	Has several opportunities to engage in discussions with teacher and other students	3.57%	67.86%	25.00%	3.57%
2.	1.68	Makes connections from content to real-life experiences	0.00%	21.43%	25.00%	53.57%
3.	2.68	Is actively engaged in the learning activities	3.57%	64.29%	28.57%	3.57%
Overall rating on a 4 point scale: 2.36						

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E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.43	Is asked and/or quizzed about individual progress/learning	7.14%	35.71%	50.00%	7.14%
2.	2.50	Responds to teacher feedback to improve understanding	3.57%	46.43%	46.43%	3.57%
3.	2.61	Demonstrates or verbalizes understanding of the lesson/content	3.57%	60.71%	28.57%	7.14%
4.	2.36	Understands how her/his work is assessed	3.57%	50.00%	25.00%	21.43%
5.	2.18	Has opportunities to revise/improve work based on feedback	3.57%	39.29%	28.57%	28.57%
Overall rating on a 4 point scale: 2.41						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.07	Speaks and interacts respectfully with teacher(s) and peers	21.43%	64.29%	14.29%	0.00%
2.	2.93	Follows classroom rules and works well with others	17.86%	60.71%	17.86%	3.57%
3.	2.25	Transitions smoothly and efficiently to activities	7.14%	42.86%	17.86%	32.14%
4.	2.32	Collaborates with other students during student-centered activities	7.14%	46.43%	17.86%	28.57%
5.	3.04	Knows classroom routines, behavioral expectations and consequences	17.86%	71.43%	7.14%	3.57%
Overall rating on a 4 point scale: 2.72						

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G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.14	Uses digital tools/technology to gather, evaluate, and/or use information for learning	3.57%	0.00%	3.57%	92.86%
2.	1.14	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	3.57%	0.00%	3.57%	92.86%
3.	1.11	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	3.57%	3.57%	92.86%
Overall rating on a 4 point scale: 1.13						

Findings

Improvement Priority

Develop and implement a systematic assessment process that guarantees teachers effectively analyze assessment data (i.e., common assessments) to determine student mastery of learning standards, to guide teacher modifications of instructional practices that meet student learning needs and to ensure horizontal alignment of curriculum and instruction.
(Indicator 3.2, Indicator 5.1, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis , SP1. Assessment Quality , SP2. Test Administration)

Primary Indicator
Indicator 3.2

Evidence and Rationale
Classroom Observation Data:

Classroom observation data, as detailed previously in the Teaching and Learning Impact section of this report, indicated inconsistent use of instructional strategies that required student collaboration, self-reflection and development of critical thinking skills. Observation data revealed teachers rarely used instructional strategies and interventions to address the individual learning needs of each student. Additionally, observers noted inconsistent use of instructional strategies requiring students to apply knowledge and skills, integrate content and skills with other disciplines and use technology as instructional resources and learning tools.

Stakeholder Survey Data:

Survey data revealed that 50 percent of students agreed/strongly agreed that "all of my teachers change their

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teaching to meet my learning needs." Similarly, 55 percent of teachers agreed/strongly agreed that "my school monitors and adjusts curriculum, instruction, and assessments based on data from student assessments and examination of professional practice," and only 49 percent of teachers agreed/strongly agreed that "my school uses multiple types of assessments to modify instruction and to revise the curriculum." Likewise, 62 percent of parents agreed/strongly agreed that "all of my child's teachers meet his/her learning needs by individualizing instruction." In addition, only 51 percent of students agreed/strongly agreed that "my school considers students' opinions when planning ways to improve schools." Fifty-eight percent of students agreed/strongly agreed that "in my school computers are up-to-date and used by teachers to help me learn" indicating an opportunity to increase student engagement by effectively using student-centered technology.

Stakeholder Interviews:

Interview data revealed that teachers could not consistently explain the school's instructional process or how professional learning community (PLC) meetings were used to analyze student performance data. Some teachers shared that they informally met with peers to look at data and plan lessons. However, others revealed that during formal PLC meetings, data was used to assess learning targets; however, there lacked consistency in the specific strategies described.

Interview data also revealed that some teachers adjusted instruction to help students needing additional support and provided students with learning support during enrichment time. In addition, some teachers noted that they routinely posted lesson objectives or learning targets. Findings were mixed regarding how teachers used data to modify instruction, and many teachers articulated that they needed additional training to more effectively interpret and use data.

Review of documents and artifacts:

A review of the faculty handbook, PLC meeting agenda and notes, administrative meeting agendas and related school policies revealed the lack of a defined protocol for monitoring the analysis and use of assessment data to improve instructional practices. The school's 2014-2015 Comprehensive School Improvement Plan (CSIP) did not contain specific statements about the use of common assessments and the resulting impact on classroom instructional practices. The documents related to Indicators 5.1 and 5.2 submitted by the school for the Team to review did not contain a comprehensive assessment plan inclusive of teacher training for using data to directly impact classroom instruction.

Improvement Priority

Develop, implement and monitor a school wide instructional process that includes the use of: 1) exemplars to guide and inform students of learning expectations and standards of performance, 2) formative data to develop short and long-range lesson plans, and to revise instructional methods (e.g., re-teach objectives or regroup students), and, 3) instructional strategies which incorporate student-centered activities and focus on active student engagement.
(Indicator 3.6)

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Primary Indicator

Indicator 3.6

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, showed that the school did not meet its Annual Measurable Objective (AMO) for the last two years, and in fact, the school AMO scores declined from 53.5 in 2013-2014 to 52.6 in 2014-2015. All content areas and grade level scores were below state averages for the percentage of students scoring at the proficient/distinguished levels. The percentage of students meeting benchmark on the EXPLORE assessment was below state averages in all content areas. The Proficiency Delivery Targets were not met in any content area, and the school did not meet its Gap Delivery Targets in any content areas except social studies.

Stakeholder Survey Data:

Survey data revealed that 54 percent of staff agreed/strongly agreed that "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills." Fifty-five percent of staff agreed/strongly agreed that "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice." Collectively, these data illustrated that almost half of the staff members could not confirm the presence and use of a schoolwide instructional process.

Stakeholder Interviews:

Interviews with teachers revealed widespread confusion about a school wide instructional process and its value. Several teachers shared that they had been instructed to verbalize the current learning targets for the students anytime an adult entered the classroom. Some teachers also expressed that they had been instructed to post certain bulletin boards and materials for the Diagnostic Review; however, displaying these materials was not the normal expectation. Both school leadership and teachers stated that they did not typically use formative data to revise instructional strategies. The school’s current walkthrough process uses the eleot™ observation tool which was designed to elicit formative feedback, however, many staff members noted that they had not received training in its proper use.

Documents and Artifacts:

The evidence offered in support of Indicator 3.6 consisted of three lesson plans, a sample picture of one learning target in a classroom, two samples of student work using a scoring rubric, and two samples of math worksheets. There was no evidence offered of a school wide instructional plan or process.

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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.

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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.	1.20
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.	1.40
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.20

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.	1.40
2.2	The governing body operates responsibly and functions effectively.	1.60
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.60
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.00

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.

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

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

Findings

Improvement Priority

Develop and implement a plan with strategies to meaningfully engage and communicate with all stakeholders. Monitor stakeholder involvement to ensure the creation of a strong sense of community and collectivity and unite stakeholders through the school's primary purpose.
(Indicator 2.5, SF1. Questionnaire Administration)

Primary Indicator
Indicator 2.5

Evidence and Rationale
Student Performance Data:

The school did not meet its Annual Measurable Objectives (AMO) for the 2013-2014 and 2014-2015 school years. In all content areas and at all grade levels, student reaching the proficient/distinguished levels on the state assessment for 2012-2013, 2013-2014 and 2014-2015 school years were below state averages.

Stakeholder Survey Data:

Survey data revealed that 18 percent of teachers agreed/strongly agreed with the statement, “Our school's leaders engage effectively with all stakeholders about the school‘s purpose and direction.” Thirty-nine percent of teachers agreed/strongly agreed with the statement, “Our school's leaders provide opportunities for stakeholders to be involved in the school.” Twenty percent of teachers agreed/strongly agreed with the statement, “In our school, all school personnel regularly engage families in their children's learning progress,” Similarly 55 percent of students agreed/strongly agreed with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.” Teacher survey results indicated that a significant portion of teachers perceived that school leaders did not effectively engage stakeholders in support of the purpose and direction of the school.

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Sixty-three percent of students agreed/ strongly agreed with the statement, “All of my teachers keep my family informed of my academic progress.” Fifty-four percent of students agreed/strongly agreed with the statement, “My school shares information about school success with my family and community members.” Seventy-six percent of parents agreed/strongly agreed with the statement, “All of my child's teachers report on my child's progress in easy to understand language.” Sixty-six percent of parents agreed/strongly agreed with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.” Sixty-six percent of parents agreed/strongly agreed with the statement, “All of my child's teachers help me to understand my child's progress.” Sixty-three percent of parents strongly agreed/strongly agreed with the statement, “All of my child's teachers keep me informed regularly of how my child is being graded."

Fifty-three percent of teachers agreed/strongly agreed with the statement, “In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.” Fifty-one percent of students agreed/strongly agreed with the statement, “My school considers students' opinions when planning ways to improve the school.” Student survey results indicated that a significant portion of students could not confirm the existence of leadership engaging stakeholders effectively in support of the school’s purpose and direction.

Sixty percent of parents agreed/strongly agreed with the statement, “Our school provides opportunities for stakeholders to be involved in the school." Parent survey results indicated that approximately one-third of parents could not confirm that school leadership engaged stakeholders effectively in support of the school’s purpose and direction.

Stakeholder Interviews:

Interview data revealed that while a few stakeholders had the opportunity to participate in school improvement efforts through membership on the school-based decision council and PLC’s, most stakeholders reported that little to no opportunities existed for them to help shape decisions, provide feedback to school leaders or participate in meaningful leadership roles.

Documents and Artifacts

The school-based decision making (SBDM) meeting minutes from three SBDM meetings and the comprehensive school improvement plan (CSIP) constituted all of the evidence offered in support of Indicator 2.5. The meeting minutes indicated some stakeholder involvement occurred related to school improvement efforts, however, this involvement was only through the SBDM process.

Improvement Priority

Develop, implement and monitor a systematic continuous improvement plan and process to improve student learning through challenging educational programs and equitable learning experiences that guarantees all students achieve the learning, thinking and life skills necessary for success. Require the use of instructional practices that emphasize active student engagement and focus on the depth of knowledge and collectively while holding each other accountable for student learning. Ensure that this process and its plan are communicated to all stakeholders.

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(Indicator 1.2, Indicator 1.3)

Primary Indicator
Indicator 1.3

Evidence and Rationale
Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, revealed instruction primarily was teacher-directed with few instances of individualization or alternative instruction observed. Students often were not fully engaged. Instances of students actively engaged in the learning activities, for example, were evident/very evident in only 61 percent of the classrooms. Students rarely had opportunities to make connections from their learning activities to real life. For example, it was evident/very evident that students were provided an opportunity to “make connections from content to real-life experiences” in just 21 percent of the classrooms. As a result of the absence of engaging student learning tasks, teachers frequently spent a great deal of time on classroom management.

Stakeholder Survey Data:

Survey data revealed that 86 percent of school leaders and 53 percent of teachers agreed/strongly agreed that "Our school has a continuous improvement process based on data, goals, actions, and measures for growth." These data revealed that school leaders and teachers did not share a common understanding of the continuous improvement process, and, in fact, they often disagreed on whether such a process existed.

Stakeholder Interviews:

Interviews with teachers and administrators revealed widespread disagreement about consistent expectations for student performance. Most teachers revealed that they had discussions in PLCs and in department meetings about student academic expectations; however, they also shared that these discussions had not translated into schoolwide expectations. School leaders and teachers agreed that professional accountability was an issue. Many teachers expressed that they felt intimidated by some administrative practices and that professional accountability was not a generalized practice in the school.

Documents and Artifacts:

The School Improvement Matrix identified seven significant areas related to "culture/climate." The document did not specify how the identified strategies were to be monitored for effectiveness or who was responsible for implementation. The school shared other documents (e.g., meeting agendas and minutes, several examples of written communications to the staff).

Improvement Priority
Develop, implement and sustain a positive school culture by aligning leadership directives and actions with a

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comprehensive plan of continuous improvement.
(Indicator 2.4)

Primary Indicator
Indicator 2.4

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments of this report, showed that the school did not meet its AMO for the previous two years and these scores decreased from 53.5 in 2013-2014 to 52.6 in 2014-2015. Twenty-two percent of seventh grade students scored at the proficient/distinguished levels in math on the state assessment in 2014-2015, which was well below the state average of 40.9 percent.

Stakeholder Survey Data:

Fifty-three percent of teachers agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions and measures for growth,” suggesting that teachers did not see these attributes embedded in systematic processes at their school. Thirty-one percent of teachers agreed/strongly agreed with the statement, “Our school’s leaders support an innovative and collaborative culture.” Sixty-three percent of teachers agreed/strongly agreed that "Our school's leaders expect staff members to hold all students to high academic standards."

Only 27 percent of teachers agreed/strongly agreed that "Our school's leaders hold themselves accountable for student learning." Conversely, 86 percent of administrators indicated that they held themselves accountable for student learning." A considerable discrepancy existed between the perceptions of teachers and school leaders about accountability for school outcomes.

Stakeholder Interviews:

Interview data revealed mixed results regarding expectations for student performance across grade levels and courses. Interviewees frequently voiced a desire for higher expectations for all students. Interview data also showed that many stakeholders could not articulate a connection between the school’s vision and decisions related to students. Some teachers expressed a need for the school to establish a process for revisiting and revising the school’s vision statement to ensure it was inclusive of all students, including a large number of students who were not interested in the magnet programs.

Several teachers and school leaders noted that teachers had by and large created their own support systems for maintaining high expectations for their students. This involved a number of practices such as creating student work rubrics, using data to request regrouping of students before instructional interventions and coding students for enrichment activities. However, this was not a practice that was systemic and used consistently by all staff members in the building.

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Staff members and school leaders often described the collaboration process as inconsistent and sporadic. Of concern to many teachers was the belief that the principal "tries to run the middle school like a high school." Many interviewees stated that the principal "plays favorites" and intimidates those who she does not value. Staff members frequently stated that school leadership has not encouraged staff innovation, collaboration, shared leadership or rigorous professional growth as part of the overall operation of the school. Many interviewees noted that they would strongly prefer that a principal be assigned to lead just the middle school rather than both the middle and high schools.

Documents and Artifacts:

A review of the School-Based Decision Making (SBDM) policies and bylaws, the comprehensive school improvement plan (CSIP), 30-60-90 Day plans and various meeting agendas and notes verified the lack of focus on removing barriers (i.e., absence of articulated, implemented and monitored instructional process) to create an effective, schoolwide instructional process. The school provided no documents that supported alignment of professional practices with the school's comprehensive school improvement plan.

Improvement Priority

Implement and monitor a formative supervision and evaluation process (in addition to the Professional Growth and Effectiveness System) to improve classroom instructional practices.
(Indicator 2.6, Indicator 3.4)

Primary Indicator
Indicator 2.6

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments to this report, indicated that supervision, monitoring and evaluation processes were not resulting in adjusted professional practice and improved levels of student success. Specific concerns emerging from data were that all content areas and grade levels involved in state assessments scored below the state averages for the percentage of students scoring at the proficient/distinguished levels. The school did not meet its AMO for the last two years, and the scores declined from 53.5 in 2013 -2014 to 52.6 in 2014-2015.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, revealed that teachers did not consistently apply practices that authentically engaged students in their learning or addressed individual learning needs. Differentiated learning opportunities, individualized instruction and connections to real-life experiences, for example, were infrequently observed. Student observation data also showed that students had few opportunities to learn about their own and other's background and cultures.

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Stakeholder Survey Data:

Survey data indicated that 55 percent of teachers agreed/strongly agreed with the statement, “Our school leaders regularly evaluate staff members on criteria to improve teaching and learning," suggesting that a significant percentage of the staff could not confirm the effectiveness of the current supervision practices. Fifty-seven percent of teachers agreed/strongly agreed that "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning." Thirty-three percent of teachers agreed/strongly agreed with the statement, “Our school leaders ensure all staff members use supervisory feedback to improve student learning," suggesting that a significantly high percentage of teachers disagreed or could not support that the current practices were effective.

Stakeholder Interviews:

Interview data revealed that teachers were unable to define or explain the instructional walkthrough process and articulate how feedback was used to improve instruction. Teachers indicated that training was not provided on the use of the common walkthrough tool. Teachers also described many inconsistencies regarding the frequency and feedback they were provided from the process.

Interview data indicated that school leaders reported that a new walkthrough supervision process was established in October, 2015; however, school leaders also stated that the process was not implemented until December, 2015. Interview data revealed that the process employed the Effective Learning Environments Observation Tool (eleot™). School leadership described the training as "minimal." It appeared that the eleot™ observers had not developed any standardized procedures or established any rater reliability measures. For example, there was no standardized classroom observation time (e.g., 20 minute minimum) for each observation.

Documents and Artifacts:

Reviews of professional development plans and professional learning community (PLC) meeting agendas and notes did not include explanations of how the eleot™ observation tool was used. The Team found no specific evidence that described how school leaders used the process to monitor and support the improvement of instructional practices to ensure student success.

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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.	2.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.60
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.	1.80
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	1.80

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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.	1.20

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Conclusion

School leadership and faculty members acknowledged the need to improve the academic performance of students, which may serve as the most significant leverage point in bringing about systematic improvement in academic performance. The staff adopted two "Big Rocks" to be addressed this year. The first "Big Rock" was to fully implement Positive Behavior Interventions and Supports (PBIS), and the second was to use standards-based instruction throughout the school. The school could build upon its standards based instruction initiative by making needed changes to the instructional program. In the Self Assessment Report, the staff identified the need to use student performance data to determine the effectiveness of instructional programs and to effectively engage parents in the school.

School leadership and faculty members collectively expressed a strong desire to do whatever was necessary to improve student outcomes. They were receptive and candid with the Diagnostic Review Team about the process. An important strength of school leadership and faculty members was their dedication to making a positive difference in the lives of their students. This willingness and commitment can be leveraged in redeveloping a positive school climate and culture.

The six Improvement Priorities identified in this report are designed to address needed improvements in school culture and climate, leadership structure and function and classroom instructional practices. The culture of the school needs to unite stakeholders by strategically focusing on the academic needs of all students. The current middle school configuration consists of three student teams at each of the three grade levels. One team at each grade was "advanced" and consisted of the academically highest performing students as well as some students who were included, because they were "well behaved." The other two teams at each grade level were viewed by the staff as containing students with behavior problems that interfered with teaching and learning. Almost all school leaders acknowledged that this configuration had resulted in lower academic performance expectations for many students. Teachers typically reported that this configuration influenced teacher perceptions of their own teaching skills and limited input into school decisions.

As a result of the principal serving as the leader of both the middle and high schools, many teachers reported that the middle school has been treated as a part of the high school through its organization and management. The middle and high school staffs historically have met together; however, recently this practice was changed to allow the middle school staff to meet as a separate entity.

School leadership needs to establish a clearly defined continuous improvement process that involves all stakeholders (e.g., students, parents, staff, community). In addition, school leadership should unite all stakeholders through a shared belief system about teaching and learning. The current leadership structure needs to be carefully analyzed in light of the poor academic performance. The student team configuration needs to be examined to determine the resulting impact on student performance expectations. An effective classroom supervision process is needed to addresses the use of data to guide instructional improvements and modifications and to ensure that instructional strategies that effectively develop student higher order thinking and problem solving skills are routinely used. Collectively, these improvements can result in a school with an unwavering focus on the success of all students.

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Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop and implement a plan with strategies to meaningfully engage and communicate with all stakeholders. Monitor stakeholder involvement to ensure the creation of a strong sense of community and collectivity and unite stakeholders through the school's primary purpose.
- Develop and implement a systematic assessment process that guarantees teachers effectively analyze assessment data (i.e., common assessments) to determine student mastery of learning standards, to guide teacher modifications of instructional practices that meet student learning needs and to ensure horizontal alignment of curriculum and instruction.
- Develop, implement and monitor a school wide instructional process that includes the use of: 1) exemplars to guide and inform students of learning expectations and standards of performance, 2) formative data to develop short and long-range lesson plans, and to revise instructional methods (e.g., re-teach objectives or regroup students), and, 3) instructional strategies which incorporate student-centered activities and focus on active student engagement.
- Develop, implement and monitor a systematic continuous improvement plan and process to improve student learning through challenging educational programs and equitable learning experiences that guarantees all students achieve the learning, thinking and life skills necessary for success. Require the use of instructional practices that emphasize active student engagement and focus on the depth of knowledge and collectively while holding each other accountable for student learning. Ensure that this process and its plan are communicated to all stakeholders.
- Develop, implement and sustain a positive school culture by aligning leadership directives and actions with a comprehensive plan of continuous improvement.
- Implement and monitor a formative supervision and evaluation process (in addition to the Professional Growth and Effectiveness System) to improve classroom instructional practices.

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Addenda

Team Roster

Member	Brief Biography
Dr. George W Griffin	Dr. Griffin holds B.A. and M.Ed. degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals. Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.
Mrs. Susan Ann Greer	Susan Ann Greer has served public schools through a variety of roles for the last 26 years. Mrs. Greer served as a language arts teacher/gifted education teacher at the middle school and high school levels for 9 years. Following these experiences she was a high school vice principal over curriculum and instruction for 10 years. Mrs. Greer left this position to become a Highly Skilled Educator with the Kentucky Department of Education to serve low performing schools. After one year, she was named an Educational Recovery Leader and has coordinated school and district turnaround work since. Currently, she is continuting this work as the Educational Recovery Director for the West Region and is in her second year as a certified National Institute for School Leadership facilitator. Mrs. Greer has served on review teams with AdvancEd and the Kentucky Department of Education for the last seven years.
Mr. Ken Bicknell	Ken Bicknell has an undergraduate degree in education with a science and language arts emphasis. He has graduate degrees in school counseling and school leadership. He also has a superintendent certification. Ken has served as a teacher, counselor, assistant principal, and principal. Ken now serves as an Educational Recovery Leader for the Kentucky Department of Education. Ken has a belief statement that he believes reflects his professional and personal life. The belief statement is, "I believe it is my responsibility to focus on helping others learn, achieve and succeed."
Ms. Gena Jeffries	Gena Jeffries graduated from Spalding University with a Bachelor of Science degree in Education. She holds a Master's Degree in Elementary Education, Rank I Supervisor of Instruction K-12, and Principal Certification from Western Kentucky University. Passionate about curriculum and teacher development, Mrs. Jeffries gained valuable experience working in Higher Education as an adjunct faculty member at the Elizabethtown Community and Technical College, as well as Instructor of Elementary Education at Western Kentucky University. Mrs. Jeffries has served as a classroom teacher, Assistant Principal, and is currently the Principal of Lincoln Trail Elementary in Hardin County.

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Member	Brief Biography
Ms. Thalia Salgado	Thalia holds a M.A. in Administration and Supervision from Saint Peter's University, New Jersey and a M.A. in Special Education from New Jersey City University. Ms. Salgado has been in the field of education for over 17 years. She has served in several roles such as special education teacher, Interdisciplinary Instructional Coach, Curriculum Management Supervisor and school administrator. Thalia is currently part of the District 180 team within the Division of Student Success at the Kentucky Department of Education.

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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. Student Performance Team Worksheet- Final
2. Stakeholder Survey Plus/Delta- Final
3. Diagnostic Review Team Schedule- Final

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Summary of Student Performance Data

School Name: Moore Traditional Middle School

1. **Annual Measurable Objective (AMO)**

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	52.1	53.1	52.6	No	Yes	N/A
2013-2014	52.9	53.9	53.5	No	Yes	N/A

Plus

- Met Participation Rate Goal for both 2013 -14 and 2014 -15

Delta

- The Annual Measurable Objective (AMO) was 53.5 in 2013 -14 but decreased to 52.6 in 2014 -15.
- Did not meet Annual Measurable Objective for both 2013 -14 and 2014 -15.

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessment at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading						
6th grade	24.3	46.3	37.1	52.8	37.1	52.9
7th grade	37.8	54.7	35.4	54.4	39.7	54.5
8th grade	30.8	52.4	27.5	52.2	29.5	54.1
Math						
6th grade	16.7	38.5	23.4	47.3	24.6	43.2
7th grade	19.5	38.6	23.1	42.1	22.3	40.9
8th grade	19.5	45.1	18.6	45.2	21.7	44.2
Science						
7th grade	42.9	61.2	46.2	64.2	N/A	N/A
Social Studies						
8th grade	28.9	59.2	26.9	59.4	34.5	58.6
Writing						
6th grade	30.2	48.0	36.1	52.3	31.0	44.1
8th grade	17.9	38.6	22.2	35.2	15.5	34.3

Language Mech.						
6th grade	23.8	43.8	17.1	40.3	32.6	46.1

Plus

Delta

- All content areas and grade levels are below the state in the percent of students scoring at the proficient/distinguished levels.
- Students scoring proficient/distinguished in eighth grade writing for 2014 -15 was 15.5 percent.

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State, 2014-2015							
English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
12.1	14.4	12.5	14.9	12.3	14.3	14.6	16.5

Plus

Delta

- The percent of students meeting benchmark on the EXPLORE assessment was below the state average in all content areas.

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	34.2	28.7	No	31.8	26.6	No
Reading	38.4	34.9	No	35.9	33.1	No
Math	30.0	22.4	No	27.6	20.1	No
Social Studies	35.4	33.4	No	32.3	32.3	Yes
Writing	34.8	22.7	No	33.6	22.5	No

Plus

- The Gap Delivery Target was met in social studies.

Delta

- The Proficiency Delivery Targets were not met in any content area.

- The Gap Delivery Targets were not met in any content area except social studies.

Program Reviews 2014-2015						
Program Area	**Curriculum and Instruction 3 pts possible**	**Formative & Summative Assessment 3 pts possible**	**Professional Development 3 pts possible**	**Administrative / Leadership Support 3 pts possible**	**Total Score 12 points possible**	**Classification**
Arts and Humanities	2.59	2.29	2.78	3.0	10.7	Proficient
Practical Living	2.82	2.83	3.0	3.0	11.7	Distinguished
Writing	2.06	1.75	2.0	2.29	8.1	Proficient

<u>Plus</u>

- Arts & Humanities as well as Writing Program Reviews were classified as proficient.
- The Practical Living Program Review was classified as distinguished.

<u>Delta</u>

- The Formative and Summative Assessment standard on the Writing Program Review scored a 1.75 which was the lowest of all areas of the program reviews.

Stakeholder Survey Plus/Delta

The Survey Plus/Delta is the team's brief analysis all stakeholder survey data which is intended to highlight areas of strength (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)

- There is agreement among parents (84.19%) that my child knows the expectations for learning in all classes.
- There is agreement among students (80.13%) that my school give me multiple assessments to check my understanding on what was taught.

Delta:

- There is an absence of agreement among parents (59.82%) that our school provides opportunities for stakeholders to be involved in the school.
- There is an absence of agreement among parents (61.97%) that all of my child's teachers meet his/her learning needs by individualizing instruction.
- There is an absence of agreement among students (50.21%) that all of my teachers change their teaching to meet my learning needs.
- There is an absence of agreement among students (53.73%) that my school shares information about school success with my family and community members.
- There is an absence of agreement among students (55.02%) that my school offers opportunities for my family to become involved in school activities in my learning.
- There is an absence of agreement among students (56.91%) that my school makes sure there is at least one adult who knows me well and shows interest in my education and future.
- There is an absence of agreement among students (58.48%) that in my school, computers are up-to-date and used by teachers to help me learn.
- No item in the staff survey scored above 70 percent.

Leadership Capacity

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

- There is agreement among students (78.10%) that in my school, the principal and teachers have high expectations of me.
- There is agreement among students (75.16%) that in my school teachers work together to improve student learning.

- There is agreement among students (75.11%) that my school provides me with challenging curriculum and learning experiences.
- There is agreement among parents (75.94%) that all my child's teachers report on my child's progress in easy to understand language.
- There is agreement among parents (75.91%) that our school has high expectations for students in all classes.
- There is agreement among parents (75.67%) that our school's purpose statement is clearly focused on student success.

Delta:

- There is an absence of agreement among staff (27.47%) that in our school, all school personnel regularly engage families in their children's learning progress.
- There is an absence of agreement among staff (29.17%) that our school's leaders engage effectively with all stakeholders about the school's purpose and direction.
- There is an absence of agreement among staff (31.68%) that our school's purpose statement is formally reviewed and revised with involvement from stakeholders.
- There is an absence of agreement among students (50.21%) that all of my teachers change their teaching to meet my learning needs.
- There is an absence of agreement among students (50.53%) that my school considers students' opinions when planning ways to improve schools.
- There is an absence of agreement among students (53.02%) that my school shares information about school success with my family and community members.
- There is an absence of agreement among students (55.02%) that my school offers opportunity for my family to become involved in school activities and my learning.
- There is an absence of agreement among parents (50.91%) that our school's governing body does not interfere with the operation or leadership of our school.
- There is an absence of agreement among students (57.65%) that our schools purpose statement is clearly focused on student success.
- There is an absence of agreement among students (58.80%) that our school shares responsibility for student learning with stakeholders.

Resource Utilization

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

- There is agreement among staff (78.16%) that our school provides quality staff members to support student learning.
- There is agreement among students (77.21%) that in my school, programs and services are available to help me succeed.
- There is agreement among parents (77.25%) that our school provides opportunity for students to participate in activities that interest them.

Delta:

- There is absence of agreement among staff (42.52%) that our school provides high quality student support services (e.g., counseling, referrals, educational and career planning).
- There is absence of agreement among staff (51.73%) that our schools provides sufficient material resources to meet student needs.
- There is absence of agreement among students (45.34%) that in my school, the building and grounds are safe, clean, and provide a healthy place for learning.
- There is absence of agreement among students (58.48%) that in my school computers are up-to-date and used by teachers to help me learn.
- There is absence of agreement among parents (64.15%) that our school provides excellence support services (e.g., counseling, and/or career planning).

There is absence of agreement among parents that our school ensures that instructional time is protected and interruptions are minimized.

Diagnostic Review Schedule

Moore Traditional Middle School
6415 Outer Loop Road Louisville, KY
40228

Tuesday, February 16, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning 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 Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self Assessment - review and explanation of ratings, strengths and potential improvement priorities. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?	Hotel Conference Room	Diagnostic Review Team Members

	5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 6. What professional development has the school provided in the last two years targeting improvement in teacher professional practice and student success? What should the team be looking for in their classroom observations to gage the impact of the professional development program, i.e., differentiation, higher order thinking, formative assessment, student engagement, etc.		
7:30 – 9:00	Team Work Session #1 (Agenda provided by Lead Evaluator) • Review initial indicator ratings. • Review team schedule and individual team member responsibilities • Review classroom observation procedures and interview procedures • Prepare questions for principal interview • Determine other questions that the team needs to have answered		

Wednesday, February 17, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Principal interview		Diagnostic Review Team Members
9:30 – 11:45	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some Team Members may be assigned to interview individuals or groups during this time.)		Diagnostic Review Team Members (working in pairs or as individuals)
	Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty)		Diagnostic Review Team Members (working in pairs or as individuals)
	Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students		Diagnostic Review Team Members (working in pairs or as

	3. support staff		individuals)
	Review of paper artifacts and documentation that could not be provided electronically. (Documents and artifacts provided in the advance to the DR team electronically organized by standard, i.e., Google Docs or via a flash drive)		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.=	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 (Agenda provided by Lead Evaluator) • Tabulate classroom observation data from Day #1 • Discuss potential Powerful Practices and Improvement Priorities • **Begin DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities, etc.** • Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members

Thursday, February 18, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m. (align to school start time)	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	School and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members

6:30 – 9:30 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator) The team should examine: • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • (Optional) Identification of Promising Practices which can be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating improve performance or the effectiveness of the school/district.	Hotel Conference Room	Diagnostic Review Team Members

Friday, February 19, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	Final Team Work Session All Team Members review all components of the Diagnostic Review team's findings including: • Final ratings for standards and indicators • Coherency and accuracy of the, Improvement Priorities, Powerful Practices • Summary overview for each standard (in each standard workbook) • Brief narrative that further expands upon the individual learning environment ratings •		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 2:30	• Complete written report • Peer reviewing and editing		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch		Diagnostic Review Team Members
12:30– 1:30	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members and Kentucky Department of Education
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and Team Members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later by the Kentucky Department of Education. <u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>		Diagnostic Review Team

School Diagnostic Review Summary Report

Moore Traditional Middle School

Jefferson County Public Schools

2/16/2016 – 2/19/2016

The members of the Moore Traditional 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 not have the ability to lead the intervention and should not remain as principal of Moore Traditional Middle School to continue her roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Moore Traditional Middle School does have the ability to continue its 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 Moore Traditional Middle School.

Principal, Moore Traditional Middle School

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____