



2 Day/Progress Monitoring Visit Report

Name of Institution

Reviewed: Perry County School District

Date: March 7 - 9, 2016

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Introduction

The KDE Internal School/District Review is designed to:

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

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

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

The report includes:

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

Standard 3: Teaching and Assessing for Learning

Standard 3: The school/district’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	District Rating for Standard 3 3.04	Team Rating for Standard 3 2.83
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
3.1	<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school/district’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school/district personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school/district’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school/district personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school/district’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School/District personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school/district’s purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School/District personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school/district’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school/district’s purpose in curriculum, instruction, and assessment.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		2	2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>		

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

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school/district staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school/district staff members. School/District personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school/district staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school/district personnel. School/District personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school/district staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school/district personnel. School/District personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school/district personnel. School/District personnel see little value in collaborative learning communities.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.6	<p>Teachers implement the school/district's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing</p>		

	<p>modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3.5	3
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school/district’s values and beliefs about teaching and learning.</p> <p>Level 4 All school/district personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school/district’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school/district personnel and include valid and reliable measures of performance.</p> <p>Level 3 School/District personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school/district personnel and include measures of performance.</p> <p>Level 2 Some school/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school/district personnel.</p> <p>Level 1 Few or no school/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district’s values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school/district personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.8	<p>The school/district engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children’s education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children’s learning progress.</p>		

	<p>Level 3 Programs that engage families in meaningful ways in their children’s education are designed and implemented. School/District personnel regularly inform families of their children’s learning progress.</p> <p>Level 2 Programs that engage families in their children’s education are available. School/District personnel provide information about children’s learning.</p> <p>Level 1 Few or no programs that engage families in their children’s education are available. School/District personnel provide little relevant information about children’s learning.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.9	<p>The school/district has a formal structure whereby each student is well known by at least one adult advocate in the school/district who supports that student’s educational experience.</p> <p>Level 4 School/District personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school/district employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School/District personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school/district employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School/District personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school/district employee to gain insight into the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school/district personnel to build long-term interaction with individual students. Few or no students have a school/district employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p>		

	<p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school/district’s purpose and direction. Professional development is based on an assessment of needs of the school/district and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school/district’s purpose and direction. Professional development is based on an assessment of needs of the school/district. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school/district’s purpose and direction. Professional development is based on the needs of the school/district. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school/district or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.12	<p>The school/district provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School/District personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as</p>		

<p>second languages). School/District personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School/District personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School /District personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School/District personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School/District personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School/District personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School/District personnel provide or coordinate some learning support services to students within these special populations.</p>

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

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	64.6	65.6	74.0	Yes	Yes	Yes
2013-2014	60.2	61.2	64.6	Yes	Yes	Yes

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (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)
English II	49.1	55.8	46.7	55.4	53.8	56.8
Algebra II	30.5	36.0	20.4	37.9	26.1	38.2
Biology	40.0	36.3	37.9	39.8	43.3	39.7
U.S. History	29.7	51.3	30.0	58.0	52.5	56.9
Writing	46.0	48.2	43.0	43.3	45.1	50.0
Language Mech.	59.3	51.4	49.0	49.9	48.4	51.6

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	72.3	67.8	66.5	66.2	56.9	62.3
Math	17.7	25.8	17.1	25.6	18.1	27.9
Reading	52.3	43.2	52.9	48.0	37.0	43.7
Science	22.7	21.2	19.5	19.5	12.5	21.9

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	38.5	53.1	51.8	55.9	47.2	55.3
Math	22.4	39.6	29.9	43.5	26.8	38.1
Reading	33.3	44.2	43.1	47.1	40.0	47.4

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	41.4	40.0	No	35.7	35.0	No
Reading	49.9	54.0	Yes	43.6	49.3	Yes
Math	33.0	26.0	No	27.9	20.6	No
Science	41.6	44.2	Yes	35.2	39.2	Yes
Social Studies	30.8	52.1	Yes	26.0	45.8	Yes
Writing	45.3	45.3	Yes	39.8	39.5	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	59.0	69.6	66.9	Yes
Graduation Rate (for 4-year adjusted cohort)	85.3	90.6	88.0	Yes

Graduation Rate (for 5-year adjusted cohort)	86.9	88.2	89.0	Yes
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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	2.29	2.00	2.56	2.30	9.2	Proficient
Practical Living	2.00	2.00	2.11	2.33	8.4	Proficient
Writing	2.11	2.00	2.00	2.43	8.5	Proficient
World Language and Global Competency*	1.07	1.20	1.78	1.77	5.8	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Summary of School and Student Performance

Plus

- The school has met AMO (Annual Measurable Objective) for two consecutive years. According to past School Report Cards, the school did make AMO for three consecutive years.
- The school has met both the participation rate goal and graduation goal for two consecutive years.
- According to the 2014-15 School Report Card, the school has achieved a Proficient/Progressing status.
- According to the 2014-15 School Report Card, the school has reached the 85th percentile.
- The school has shown an increase in the percentage of students scoring at Proficient/Distinguished levels in English II, Algebra II, Biology, U.S. History and writing from the 2013-14 year to the 2014-15 year.
- The school exceeded the state average of percentage of students scoring Proficient/Distinguished in Biology during the 2014-15 year.
- The percentage of students meeting benchmarks on PLAN increased in math.
- The school met Proficiency and Gap Delivery targets in reading.
- The school met Gap Delivery targets in science and social studies.
- The school exceeded both the 4 year and 5 year cohort graduation rate Delivery targets.
- The school exceeded the College and Career Readiness Delivery target by 10.6 points.
- The school exceeded the College and Career Readiness state average by 2.7 points.
- The school exceeded the 4 year adjusted cohort graduation rate state average by 2.6 points.
- The school's Program Review data indicated scores of Proficient in Arts and Humanities, Practical Living and Writing.

Delta

- The school has shown a decrease in the percentage of students scoring Proficient/Distinguished in language mechanics during the last three years.
- The school has shown a decrease in the percentage of students scoring Proficient/Distinguished from the 2012-13 year to 2014-15 year in Algebra II and writing.

- The percentage of students meeting benchmarks on PLAN decreased in English, reading and science.
- The percentage of students meeting benchmarks were below the state average in all content areas on the PLAN.
- The percentage of students meeting benchmarks on ACT decreased in all content areas.
- The percentage of students meeting benchmarks were below the state average in all content areas on the ACT.
- The school did not meet the Proficiency or Gap Delivery targets in combined reading and math.
- The school did not meet the Proficiency or Gap Delivery targets in math.
- The school did not meet the Gap Delivery target in writing.
- The school is below the state average graduation rate (5 year adjusted cohort) for 2014-15 by 0.8 points.
- The Program Review area World Language and Global Competency scored Needs Improvement.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	74.1	10	62.7	26	75.0
3.1	11	74.7	11	48.3	51	89.2
3.1	13	73.3	17	40.9		
3.1	34	76.7	32	56.4		
3.2	21	75.9	17	40.9	16	71.6
3.2					22	69.44
3.3	12	75.6	10	62.7	17	74.7
3.3	13	73.3	16	61.3	18	68.1
3.3	22	79.6	17	40.9	19	72.2
3.3			26	51.7		
3.4					3	80.0
3.4					11	71.1
3.4					12	76.0
3.4					13	65.3
3.5	14	71.0	5	60.2	8	73.7
3.5					24	87.1
3.5					25	76.1
3.6	19	81.0	9	65.4	20	70.8
3.6	21	75.9	18	61.6	21	57.1
3.6			20	61.8	22	69.4
3.7	14	71.0	5	60.2	8	73.7

3.7					30	71.8
3.7					31	72.6
3.8	9	73.5	13	47.0	15	60.5
3.8	15	72.9	21	47.8	34	57.5
3.8	16	66.8			35	64.9
3.8	17	74.8				
3.8	35	72.2				
3.9	20	72.3	14	49.5	28	74.0
3.9						
3.10			22	61.3	9	80.3
3.10					21	57.1
3.10					23	70.8
3.11					32	82.2
3.11					33	70.3
3.12	13	73.3	1	69.0	27	76.7
3.12	23	74.9	17	40.9	29	68.5

Summary of Stakeholder Feedback

Plus

- Parents were in agreement with the statement, “My child knows the expectations for learning in all classes” at a rate of 81 percent.
- Faculty and staff were in agreement with the statement, “Our school's purpose statement is based on shared values and beliefs that guide decision-making” at a rate of 80 percent.
- Faculty and staff were in agreement with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas” at a rate of 87 percent.
- Faculty and staff were in agreement with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school” at a rate of 82 percent.
- Faculty and staff were in agreement with the following statement, “Our school uses data to monitor student readiness and success at the next level” at a rate of 89 percent.

Delta

- Parent survey data indicated that there was an absence of agreement with the following statement, “All of my child's teachers keep me informed regularly of how my child is being graded” at a rate of 67 percent.
- Student survey data indicated that there was an absence of agreement with the following statement, “My school prepares me to deal with issues I may face in the future” at a rate of 48 percent.

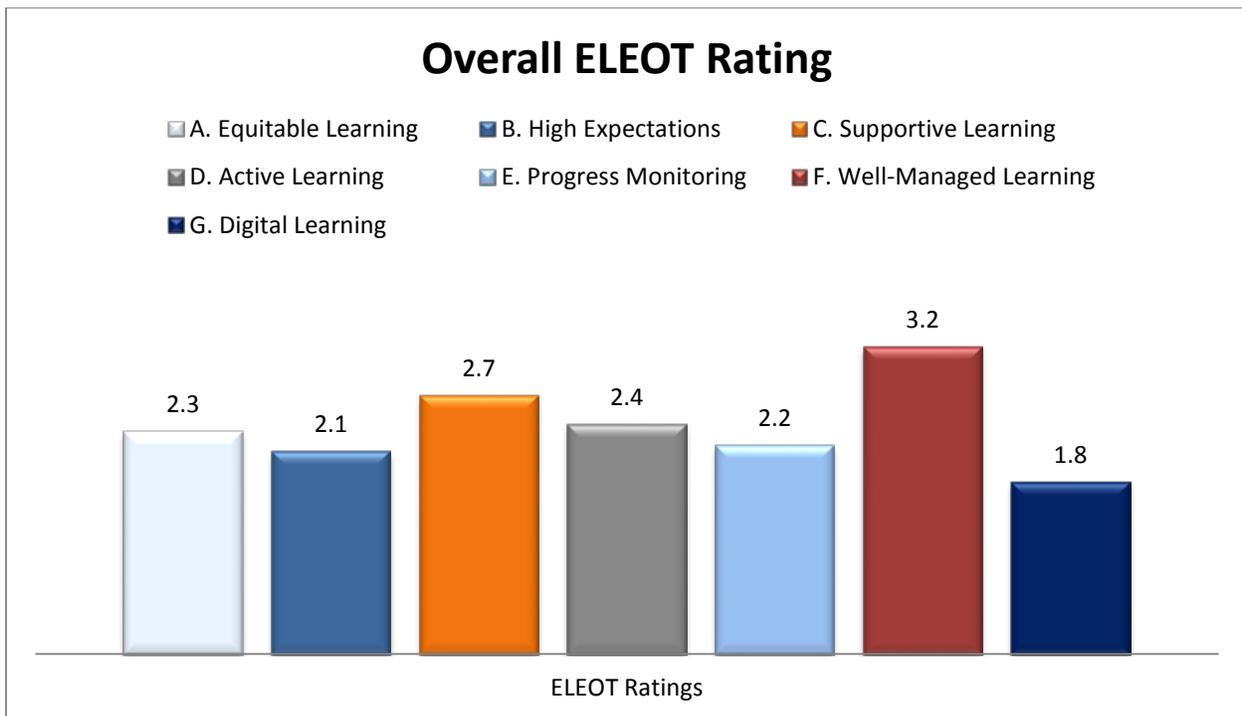
- Student survey data indicated that there was an absence of agreement with the statement, “My school offers opportunities for my family to become involved in school activities and my learning” at a rate of 47 percent.
- Student survey data indicated that there was an absence of agreement with the statement, “All of my teachers keep my family informed of my academic progress” at a rate of 48 percent.
- Student survey data indicated that there was an absence of agreement with the statement, “All of my teachers change their teaching to meet my learning needs” at a rate of 41 percent.
- Student survey data indicated that there was an absence of agreement with the following statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future” at a rate of 50 percent.
- Faculty and staff survey data indicated there was an absence of agreement with the statement, “All teachers in our school provide students with specific and timely feedback about their learning” at a rate of 57 percent.
- Faculty and staff survey data indicated there was an absence of agreement with the statement, “In our school, all school personnel regularly engage families in their children's learning progress” at a rate of 58 percent.
- Faculty and staff survey data indicated there was an absence of agreement with the statement, “Our school's leaders ensure all staff members use supervisory feedback to improve student learning” at a rate of 65 percent.

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 16 classrooms.

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



Summary of eleot™ Data

Equitable Learning Environment

Plus

- The component “knows that rules and consequences are fair, clear and consistently applied” was evident/very evident in 88 percent of classrooms.
- The component “has equal access to classroom discussions, activities, resources, technology, and support” was evident/very evident in 75 percent of classrooms.

Delta

- The component “has differentiated learning opportunities and activities that meet her/his needs” was evident/very evident in 25 percent of classrooms.
- The component “has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” was evident/very evident in 6 percent of the classrooms.

High Expectations Learning Environment

Plus

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

Delta

- The component “is provided exemplars of high quality work” was evident/very evident in 19 percent of classrooms.
- The component “is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) was evident/very evident in 25 percent of classrooms.
- The component “is engaged in rigorous coursework, discussions, and/or tasks” was evident/very evident in 31 percent of classrooms.

Supportive Learning Environment

Plus

- The component “demonstrates positive attitude about the classroom and learning” was evident/very evident in 75 percent of classrooms
- The component “takes risks in learning without fear of negative feedback” was evident/very evident in 63 percent of classrooms.
- The component “is provided support and assistance to understand content and accomplish tasks” was evident/very evident in 69% of classrooms.
- The component “demonstrates or expresses that learning experiences are positive” was evident/very evident in 69 percent of classrooms.

Delta

- The component “is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” was evident/very evident in 38 percent of classrooms.

Active Learning Environment

Plus

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

Delta

- The component “makes connections from content to real-life experiences” was evident/very evident in 44 percent of classrooms.
- The component “is actively engaged in the learning activities” was evident/very evident in 51 percent of classrooms.

Progress Monitoring Learning Environment

Plus

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

Delta

- The component “is asked and/or quizzed about individual progress/learning” was evident/very evident in 19 percent of classrooms.
- The component “understands how her/his work is assessed” was evident/very evident in 19 percent of classrooms.
- The component “demonstrates or verbalizes understanding of the lesson/content” was evident in 31 percent of classrooms.

Well-Managed Learning Environment

Plus

- The component “speaks and interacts respectfully with teacher(s) and peers” was evident/very evident in 100 percent of classrooms.
- The component “follows classroom rules and works well with others” was evident/very evident in 88 percent of classrooms.
- The component “knows classroom routines, behavioral expectations and consequences” was evident/very evident in 94 percent of classrooms.

Delta

- The component “collaborates with other students during student-centered activities” was evident/very evident in 50 percent of classrooms.

Digital Learning Environment

Plus

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

Delta

- The component “uses digital tools/technology to communicate and work collaboratively for learning” was evident/very evident in 12 percent of classrooms.

FINDINGS OF THE INTERNAL REVIEW TEAM

POWERFUL PRACTICE

Indicator: 3.4

The implementation and monitoring of the Perry District Walkthrough initiative, which is a process for designing, delivering, and reflecting on the instructional process, is truly exemplary and has helped move all schools in Perry County forward in their quest to be a model district of teaching and learning.

Evidence and Rationale:

The student performance data, staff survey data, stakeholder interviews, and the school leadership presentation to the Internal Review Team strongly indicates that the Perry County Walkthrough initiative has changed the culture of all schools in the district into one of continuous improvement for all. District personnel conduct eleot walkthroughs as well as walkthroughs based on the Danielson Framework to provide immediate, descriptive feedback to all teachers in the district. District personnel often include the building principals in this endeavor and model the coaching process for the principals. The principal and/or the district personnel determines the domain to observe based on needs identified through data, i.e., MAP, exit criteria assessments, K-2 stations focus, or previous walkthrough data. The domain is to be prescriptive to the teacher based on needs for professional growth. A 15-20 minute walkthrough is conducted and evidence for the specific domain being observed is scripted. If the walkthrough is conducted with the principal in order to calibrate findings, the observer’s conference on completion of the observation to agree on scoring of the teacher based on evidence. The teachers are given feedback immediately by the observers and an action plan may be determined if the score is ineffective. The feedback begins with an explanation of the domain being observed and what evidence is required. The coaching session begins with a positive that was observed during the lesson. Evidence is stated explicitly with an explanation of the score. The observers then offer suggestions or resources on how to improve the instruction. Principals will follow up with the teachers to ensure implementation of the process. Future professional growth opportunities are developed based on the data gathered.

In addition to regular observations conducted by district personnel and principals, the district conducts working sessions at each school and allows board of education members to visit classrooms along with the principals and district personnel. The board members get to observe instructional practices that are occurring throughout the district and get to observe administrators coaching teachers which allows for clear and transparent communication about teaching and learning at all levels of the system.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.10

Action Statement:

Develop and document the implementation of common grading and reporting policies, processes and procedures in which teachers consistently use common grading and reporting based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. Ensure that these policies are implemented with fidelity across all grade levels and courses and are communicated with all stakeholders. Regularly evaluate the policy and look for opportunities for improvement.

Evidence and Rationale:

The team acknowledges and commends the intentionally focused work the district has completed with the effort of the exit criteria developed at levels K-8. However, the intentionality of students being graded on mastery of standards has not yet reached the high school.

Student Performance Data

Student performance data, as detailed in this report, does not suggest that the district has developed grading and reporting policies or practices that help ensure all students are provided equitable and challenging learning experiences at the high school level. Students meeting benchmarks on ACT in 2015 dropped slightly and remain below state average. Data suggests a lack of academic rigor and pacing which may be associated with unclear or ineffective grading and reporting.

- While overall accountability performance has improved drastically over that last several years, content specific EOC (End-of-Course) accountability scores are slightly below state average in all areas except Biology.
- Of particular concern is student performance in Algebra II. While the EOC shows positive gain in 14-15 (26.1%), it is still not at the level of proficiency as in school year 12-13 (30.5%), and is well below the state average of 38.2%.
- The percentage of 11th grade students meeting benchmarks in English, math and reading on ACT in 2015 dropped slightly as compared to 2014 scores and remains below state average.

Classroom Observation Data

While grading criteria is not specifically observed as a part of the eleot walkthrough, there are elements that support the need for clear understanding of progress monitoring and feedback. The “Progress Monitoring and Feedback Environment,” with a score of 2.2 on a 4 point scale was the third lowest scoring Learning Environment.

- The extent to which students “understand how her/his work is assessed” rated at a 1.9 on a 4 point scale.
- Instances where students “respond to teacher feedback to improve understanding” was evident/very evident in only 50 percent of classrooms.

Stakeholder Survey Data and Interviews

- Student survey data indicated that there was an absence of agreement with the statement, “All of my teachers fairly grade and evaluate my work” at a rate of 61 percent.
- Faculty and staff survey data indicated there was an absence of agreement with the statement, “All teachers in our school provide students with specific and timely feedback about their learning” at a rate of 57 percent.

Documents and Artifacts

- Consistencies are not present in common grading reporting policies, processes and procedures that represent attainment of knowledge and skills across all levels of the system.
- Stakeholder interviews as well as various student performance data reveal there is no formal structure in place at all levels to ensure grading practices reliably inform students of their attainment of content knowledge and skills.



2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2013-14 Diagnostic Review for the Perry County School District.

Improvement Priority 1: Develop, implement, and evaluate a grading and reporting system to be used by all teachers in all schools and across all grade levels and courses. Define clear criteria that represent student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Promotion and retention policy
- Course and assessment rubric policy
- Curriculum instruction reports policy
- Assessment policy
- 8th grade exit criteria assessments
- Exit criteria
- District assessment calendar
- Common assessments
- Data wise questions protocol

- PLC agenda-common assessments
- Walkthrough data
- Syllabi
- Grading scale policy
- School instructional practices policy
- CCR Monitoring Tool
- Post assessment protocol
- Teacher leadership tasks
- Formative/summative assessments
- Dual credit

School Supporting Rationale:

Perry County School District is now a proficient district. Many district wide initiatives contribute to this success. We have implanted district wide exit criteria that explicitly list skills in each grade level as well as common assessments including attendance that each grade level student must meet. This was done in order to send a better prepared student to the high school. This is directed through our Teacher Leadership Academy which selects high performing teachers to lead these discussions with all teachers across the district. In addition, all policies have been reviewed and revised to match current needs of our grading and reporting system. Many protocols have been put in place to ensure data wise questions, post assessments steps, and clear tracking of all data including common benchmarks, diagnostic assessments, grade level common assessments are equal at every school. This is monitored through numerous walkthroughs, tracking forms, principal meetings, and follow ups to schools, teachers, and students to ensure data points are met.

Team Evidence:

- eleot™ ratings
- Staff interviews
- Review of artifacts

Team Supporting Rationale:

While the district has created an intentional and systematic process to ensure data driven decisions are made at all levels of the system about student learning, common grading and reporting practices have not yet reached all classrooms. Clear criteria that represent student attainment of content knowledge and skills need to be assessed by all teachers using common grading and reporting policies, specifically at the high school.

Improvement Priority 2: Use data to systematically and continuously identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as multiple intelligences, gender specific strategies and second languages). Train system and school personnel on current research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X	X	This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- KASC (Kentucky Association of School Councils) Certificates – Professional Learning
- SPED (Special Education) PLC documentation
- ACT Bootcamp
- Co-teaching model
- Co-teaching PLCs
- Gifted and Talented documentation
- PLC process
- Novice Reduction plan
- Advisor/Advisee plans
- District Leadership Team agendas
- Walkthrough data
- Data analysis- gender, race
- Emails
- Gap closure process
- New Teacher Academy trainings
- Teacher leadership tasks
- ILP (Individual Learning Plan) completion and process
- PLTW (Project Lead the Way) implementation
- Classroom inventories of learning styles, Kagan Multiple intelligences

School Supporting Rationale:

Data drives all decisions in our district. All data points including MAP assessments, common assessments, EOC benchmarks, ACT data, and daily formative and summative assessments are analyzed through data wise questions and the post assessment protocol. All schedules for RTI (Response to Intervention) placement are based on current student data. A fluid PLC process is in place to ensure that like subjects are equitable in grading, assessments, and even deployment of material. In addition, data points drive the instructional decisions of central office. We identify “priority schools and classroom teachers” with data points that are not on track. Calibration walkthroughs, support systems and peer observations are used frequently to grow the teacher and school.

Team Evidence:

- District presentation
- Instructional walkthrough process
- District interviews
- Review of artifacts

Team Supporting Rationale:

The district uses data to systematically identify unique learning needs of all students. The district level Instructional Leadership Team consistently monitors, coaches and supports the instructional process district wide. The team conducts one-on-one coaching, modeling and action specific plans to assist all teachers at all levels of the system to ensure current research based instructional practices support services to all students.

Improvement Priority 3: Develop, implement, and monitor policies and procedures for strategic resource management. The policies and procedures must include a systematic, long-range, strategic planning process in the areas of budget, facilities and other strategic system components. Once developed the plans must be implemented with fidelity and have built-in measures used to monitor and ensure successful implementation and completion.

School/District	Team	
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		This improvement priority has been addressed in an exemplary manner.
X	X	This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- District Facilities Plan
- CDIP (Comprehensive District Improvement Plan)
- CSIP (Comprehensive School Improvement Plan) with district feedback
- Budget 2015-2016
- Budget 2016-2017 Power Point
- SIG (School Improvement Grant) funding/plan
- Working board sessions at schools
- Gear Up budget
- Instructional team roles
- Organizational chart
- School Plus-delta
- School Sustainability Plan
- 2013 Diagnostic Report
- District PGES Implementation Plan
- Teaching and Learning Strategic Plan
- SBDM (School-Based Decision Making Council) allocation process

School Supporting Rationale:

We aim to be a Top 5 district in Kentucky. Long- term strategic planning with built-in measures of growth are the tools we use to guide us to this goal. Through consolidation of schools, increasing instructional staff at central office, shifting funds to directly impact data points that show concern, and using the tools we have now effectively, we are refining our processes to maintain growth each year. It's people, not programs. We have focused intentionally on providing quality training and resources to teachers based on data. We set clear expectations and monitor growth to meet these expectations.

Team Evidence:

- District presentation
- District staff interviews
- Review of artifacts
- District report card
- Budget 2016-2017 Power Point
- Strategic plan

Team Supporting Rationale:

The finance officer is a KSBA (Kentucky School Boards Association) certified finance trainer, the district maintains 5-6% contingency and has trained two board of education members. Interviews corroborated that the district is implementing their budgetary policies in allocations process by strictly sticking to the 25 to 1 ratio. The district's facility plan illustrates that the district is looking to the future population concerns to build schools that meet the students' needs as well as save the

district financially by consolidating schools. Through interviews the finance officer and superintendent stated that before any program is renewed it is evaluated for effectiveness.