

DIAGNOSTIC REVIEW REPORT
FOR
THOMAS JEFFERSON MIDDLE SCHOOL

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Louisville, Kentucky
40219

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

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 and Indicators. 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 for Quality Schools 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. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective 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 ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

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 own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
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.	2

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Standards Presentation • Missing Piece Diagnostic • SBDM Committee Observations 	1
1.2	The school 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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Standard 2: Governance and Leadership

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 school leadership research, Leithwood & 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 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 must involve their school communities to attain school 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 school 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 has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.7

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • SBDM Policies • TELL Survey Results • Staff and Student Handbooks 	3

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • CSIP • Staff Handbook • SBDM Policies 	3

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • CSIP • SBDM Policies and Meeting Minutes 	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • SBDM Committee Meeting Minutes • PLC Observations 	3

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • SBDM Minutes • CSIP 	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • CSIP • PLC Meeting Minutes and Observations 	2

Indicator: 2.5	Opportunity for Improvement
Design and implement more effective strategies for meaningful parent engagement in support of the school's purpose and direction. In addition to improving communications, examine ways to provide opportunities for parents to 1) help shape decisions, 2) provide feedback to school leaders, 3) work collaboratively on school improvement efforts, and 4) serve in meaningful leadership roles.	
Rationale	
<p>Supporting Evidence</p> <p>Stakeholder Survey Data:</p> <ul style="list-style-type: none"> • Survey data suggests that the staff is highly satisfied with the degree to which the school provides opportunities for stakeholders to be involved. <ul style="list-style-type: none"> ○ Nearly 94% of staff indicated that they agree/strongly agree with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school. " ○ 94% of staff indicated that they agree/strongly agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction." • Student survey data suggests that the degree to which the school fosters and encourages parent or student involvement may be perceived as limited in some areas. <ul style="list-style-type: none"> ○ In surveys, 71% of students indicated that they agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning." ○ 70% of students indicated that they agree/strongly agree with the statement, "My school shares information about school success with my family and community members." ○ Similarly, 60% of students indicated that they agree/strongly agree with the statement, "My school considers students' opinions when planning ways to improve the school." <p>Stakeholder Interviews & Classroom Observations:</p> <ul style="list-style-type: none"> • Some parents reported that opportunities to provide meaningful input regarding the school's instructional focus were limited. <p>Other Pertinent Information:</p> <ul style="list-style-type: none"> • PLC observations and the Communication Plan indicate that while electronic communication is not the only form used, it is often the primary source of communication. The School Technology Coordinator reports that 60% of students' homes have internet access, suggesting that many families may not receive timely 	

<p>communications from the school.</p> <ul style="list-style-type: none"> • Thomas Jefferson Middle School has an enrollment of more than 900 students. The school reported that in the last SBDM election, only 30 parents participated in the voting process, suggesting a lack of meaningful stakeholder engagement in the school. • SBDM Council Minutes indicate that the Council has established working committees. Teachers serve on these committees and parents are invited, but not required, to serve. • SBDM Bylaws indicate that standing committees do not require parental participation.
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Indicator: 2.6	Opportunity for Improvement
Implement new strategies that will ensure leadership and staff supervision and evaluation processes, including walkthroughs, are consistently and regularly implemented. Further ensure that the results of supervision and evaluation processes are analyzed and used to monitor and adjust professional practice and lead to improvement in student learning.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • Student performance data does not suggest that effective systems to supervise, evaluate, and monitor improvement in professional practice and student achievement have been established. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. ○ A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group. ○ A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%. ○ A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. This data also displays an overall 0.5% decrease in reading proficiency, with 	

eighth grade experiencing the largest decrease of 4.4%.

- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Classroom Observation Data:

- Classroom observation data is very mixed. The team did not consistently observe the use of effective instructional practices across the school, which may suggest that a review of processes for supervision and evaluation is needed to ensure that challenging and equitable learning experiences are provided for all students. For example:
 - Classroom observations indicate that in 50% of the classrooms there is little to no evidence that students understand how they are assessed.
 - Instances in which students were engaged in rigorous coursework, discussions and/or tasks were evident/very evident in 47% of classrooms.
 - Instances in which students were asked to respond to questions that require higher-order thinking were evident/very evident in 39% of classrooms.
 - Instances in which students have differentiated learning opportunities to meet his/her needs were evident/very evident in 50% of classrooms.

Stakeholder interviews, document and artifact review:

- Teacher interviews indicated inconsistency in the number of classroom walkthroughs they received, with some teachers reporting numerous walkthrough observations, while others reported a limited number.
- Walkthrough documentation suggests that no formal structure exists to regularly analyze data, especially qualitative data from narrative walkthrough notes, to inform leadership decisions regarding growth areas and needed supports for individual teachers.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective 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 to 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, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school'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 et al, 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 et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "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 through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that 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.

Standard 3 – Teaching and Assessing for Learning		Standard Performance Level	
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.		2.1	
Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Core Content PLC Planning Team Meetings - Observations and Agendas • Progression Charts with Vertical Alignment 	2

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Walkthrough Process and Forms and Feedback Forms • PLC Minutes 	2

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • TJ101 Curriculum and Meetings Schedule 	3

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Parent Involvement Policy • TELL Survey Results 	1
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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Comprehensive Guidance Program • Academic Guidance Program 	2

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • District Grading Policy: Middle School Student Progression, Promotion, and Grading Handbook • Sample Report Cards 	1

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC Meeting Observations • Professional Development Calendar 	3
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Comprehensive Guidance System • ELC and ECE programs and support 	2

Indicator: 3.1	Opportunity for Improvement
Engage in a collaborative process to evaluate the school's curriculum in order to determine the degree to which it is providing equitable and challenging learning experiences that ensure all students have opportunities to develop learning, thinking, and life skills that lead to success at the next level. Use the results of this evaluation to make modifications for improvement and monitor results. Ensure that like courses/classes have the same high expectations and learning activities are individualized in a way that supports achievement of expectations.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. • A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. • A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group. • A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%. • A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. This data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%. • College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%. 	

Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.6 on a 4 point scale.
- Indicator A.1 (classrooms had differentiated learning opportunities) received a rating of 2.5, with only 50% of the observations indicating differentiated learning opportunities as evident/very evident.
- Learning targets were posted and reviewed with students.
- Students completed individualized Compass Learning activities based on MAP scores in reading and math.
- ELEOT classroom observation data indicates a rating of 2.4 on a 4 point scale for high expectations.
- Indicator B.3 (is provided exemplars for high quality work) was partially observed or not observed in 54% of classrooms.
- Indicator B.1 (knows and strives to meet high expectations established by the teacher) was partially observed or not observed in 44% of classrooms.

Stakeholder Survey Data:

- 57.24% students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that a significant number of students may not be receiving differentiated instruction to meet individual needs.
- According to the student survey, 75% of students agree/strongly with the statement "my school provides me with challenging curriculum and learning experiences," suggesting that approximately one-fourth of the students either disagree or are ambivalent about the existence of these types of learning experiences.

Stakeholder interviews, document and artifact review:

- In interviews, stakeholders were unable to provide a detailed explanation of a process to ensure horizontal and vertical alignment of instruction and assessment with curriculum.
- In interviews, stakeholders were unable to describe a process for adjustment of instruction or curriculum based upon analysis of data.
- Artifacts and documents reveal that PLCs are collecting data on learning, such as MAP assessment scores, but there is little evidence as to what changes or modifications to

curriculum or instruction are occurring as a result of this data collection.

Indicator: 3.2	Opportunity for Improvement
Refine and implement a systematic process to monitor and adjust instruction based on multiple assessments of student learning and an examination of professional practice.	
Rationale	
<p>Supporting Evidence</p> <p>Student Performance Data:</p> <ul style="list-style-type: none"> • Student performance results for the last two years do not suggest that the school has effective systems for monitoring and adjusting curriculum, instruction, and assessment based on data from multiple assessments of student learning and an examination of professional practice. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. ○ A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group. ○ A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%. ○ A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. Data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%. ○ College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmark remained unchanged at 4.3%. 	

Stakeholder interviews, document and artifact review:

- The school has a walkthrough process and feedback form which indicates a measure for differentiation, but it is not clear how the data is used to communicate results to inform instruction.
- Professional Learning Communities (PLCs) are meeting on a regular basis, but the minutes from these meetings do not reflect specific strategies that address differentiation of instructional practices. Additionally, there was limited evidence to indicate that instructional practice had been changed to address deficiencies revealed through formative assessments.
- An examination of faculty meeting agendas, minutes, and documentation from professional learning sessions indicates staff members have received training on data collection and analysis, as well as using that data to guide instruction. However, classroom observations and lesson plan reviews indicate formative data is not consistently and uniformly utilized to modify the curriculum and make instructional decisions to meet the needs of individual students in all classes.
- Teachers did not indicate in interviews that they used formative assessments to make adjustments to their teaching practices.

Stakeholder Survey Data:

- In response to the statement, “all of my teachers change their teaching to meet my learning needs,” 57% of students indicated that they agree/strongly agree, suggesting that the practice of adjusting or modifying instructional practice to meet changing needs may not be occurring systematically.

Indicator: 3.4	Opportunity for Improvement
Develop a consistent process for monitoring instructional practices through supervision and evaluation procedures in addition to classroom observations, (e.g., lesson/unit plan monitoring, examination of student work, etc.), to ensure alignment with the school’s values and beliefs about teaching and learning, implementation of the approved curriculum, and utilization of content-specific standards of professional practice.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • Student performance data does not suggest the existence of effective policies and practices that ensure systematic curriculum alignment, effective monitoring of the assessed curriculum, or that curriculum and instructional practices are continually 	

analyzed and adjusted to meet student needs.

- The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments.
- A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall.
- A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group.
- A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%.
- A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. Data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%.
- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Classroom observations:

- Classroom observation data is very mixed. The team did not consistently observe the use of effective instructional practices across school, which may suggest that a review of processes for supervision and evaluation is needed to ensure that challenging and equitable learning experiences are provided for all students. While the team observed some pockets of excellence in the school in terms of instructional effectiveness, several leverage points for improvement emerged:
 - Classroom observations indicate that in 50% of the classrooms there is little to no evidence that students understand how they are assessed.
 - Instances in which students were engaged in rigorous coursework, discussions and/or tasks, were evident/very evident in 47% of classrooms.
 - Instances in which students were asked to respond to questions that require higher-order thinking were evident/very evident in 39% of classrooms.
 - Instances in which students have differentiated learning opportunities to meet his/her needs were evident/very evident in 50% of classrooms.

Stakeholder interviews, document and artifact review:

- Interviews revealed that the school leadership team conducts regular walkthroughs of the classrooms and provides feedback related to specific areas of focus determined by the leadership team. However, it is not clearly evident that there is a systematic process in place through which leadership conducts an analysis of walkthrough data for the intentional purpose of improving professional practice, instructional effectiveness, and increasing student success.
- Additionally, the degree to which leadership monitors unit/lesson plan development, formative assessment, and student work was not clearly evident.
- Interviews and review of artifacts indicate that school personnel are participating in quality job-embedded professional development but there is no system in place to evaluate the level of implementation and monitor its impact on student learning.

Stakeholder Survey Data:

- According to the staff survey, 88% of staff agree/strongly agree with the statement “all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that the majority of staff are satisfied with the level of monitoring and adjustment of instruction based on data from students assessments and examination of professional practice.
- In response to the statement, “all of my teachers change their teaching to meet my learning needs,” 57% of students indicated that they agree or strongly agree, suggesting that the practice of adjusting or modifying instructional practice to meet changing needs does not occur systematically.

Other pertinent information:

- Teacher interviews revealed some inconsistency in the walkthrough process, with some teachers reporting numerous walkthroughs and others reporting a limited number.
- Planning Coaches deliver feedback from the walkthroughs but the frequency, relevance, and quality of the feedback vary depending on the individual coach.

Indicator: 3.6	Opportunity for Improvement
Develop a school instructional process that can be consistently implemented to clearly inform students of learning expectations, ensure that students are provided exemplars of high quality work, and that multiple measures, including formative assessments, are provided to inform ongoing modifications of instruction. Further ensure that students are provided specific and immediate feedback about their learning.	
Rationale	
<p>Supporting Evidence</p> <p>Student Performance Data:</p> <ul style="list-style-type: none"> • Performance data does not suggest that the school has established and is consistently implementing an instructional process that clearly informs students of learning expectations, uses exemplars of high quality work, and employs multiple measures, including formative assessment, to guide the ongoing modification of instruction or curriculum. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. ○ A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group. ○ A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%. ○ A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. Data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%. ○ College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%. 	

Classroom Observation Data:

- The High Expectations Learning environment received a rating of 2.4 on a 4 point scale. Instances in which students were provided exemplars of high quality work as a way of effectively communicating learning expectations were evident/very evident in only 24% of classrooms.
- Instances in which students were engaged in rigorous coursework and discussions and tasks were evident/very evident in 47% of classrooms.
- Rigorous coursework was not consistently observed in classrooms. Instances in which students knew and strived to meet high expectations established by the teacher were evident/very evident in 57% of the classrooms.
- Some teachers provided descriptive feedback on student work, but very little evidence suggests that students are provided with exemplars to guide their work.
- While most classrooms had learning targets posted, observers noted that not all teachers began instruction by verbally informing students of learning expectations by referring to the learning target or providing elaboration about how students were held accountable for their learning.
- Instances in which students’ understanding of how her/his work is assessed were evident/very evident in only 47% of classrooms.

Stakeholder interviews, document and artifact review:

- In interviews, students indicated that they were rarely provided with exemplars of high quality work.
- In interviews, stakeholders were unable to communicate their understanding of an instructional process used consistently across the school.

Indicator: 3.9	Opportunity for Improvement
Design and implement 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.	
Rationale	
Supporting Evidence	
Stakeholder Survey Data:	
<ul style="list-style-type: none"> • With regard to adult advocacy, survey data suggests that 30% of students, a significant percentage, disagree or are ambivalent about the existence of an adult 	

<p>advocate in the school.</p> <ul style="list-style-type: none"> • In surveys, 68% students agree/strongly agree with the statement, “My school makes sure that there is at least one adult that knows me well and shows an interest in my educational future.” • Similarly, 72% of parents indicated that they agree/strongly agree with the statement, “My child has at least one adult advocate in the school.” <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> • Staff interviews indicated that not every student was assigned an adult advocate or academic advisor as an incoming sixth grader. Only at-risk students were assigned an individual adult advocate. <p>Other Pertinent Information:</p> <ul style="list-style-type: none"> • The school has a formal structure in place to identify students who need adult intervention due to behavior problems. This program, called the Comprehensive Guidance framework, is operated in collaboration with the behavior PLC process.

Indicator: 3.12	Opportunity for Improvement
Evaluate the effectiveness of learning support services provided by the school to meet the unique learning needs of all students. Use data from this examination to align and improve learning support services for students at all levels of proficiency.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and students who need adult intervention due to behavior problems. • A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, 	

which exceeds district and state averages. Novice level reduction in reading was 3.7% overall.

- A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group.
- A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%.
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- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Classroom Observation Data:

- The Supporting Learning Environment received a rating of 2.9 on a 4 point scale. The rating for Indicator C.5 (Is provided additional or alternative instruction and feedback at the appropriate level of challenge to address his/her needs) was 2.7, with 62% of the observations indicating these learning conditions are evident/very evident.
- According to classroom observation data, students very seldom had opportunities to learn about their own and others' backgrounds/culture/differences. These opportunities were found to be evident/very evident in 18% of classrooms.
- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs, and this indicator was rated at 2.5 on a 4 point scale. Differentiation practices were not evident/partially observed in 51% of classrooms.

Stakeholder Survey Data:

- In surveys, 73.68% of students agree/strongly agree with the statement, "My school provides learning services for me according to my needs," suggesting that as many as 25% of students do not perceive that learning services are provided according to their

individual needs.

- Additionally, 73.8% of parents agree/strongly agree when responding to the statement, “my child has access to support services based on his/her identified needs.” This level of agreement suggests that approximately one fourth of parents surveyed do not agree or are ambivalent about their child’s access to support services.

Standard 4: Resources and Support Systems

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, 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 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs that 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 to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.6

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator		Source of Evidence	Performance Level
4.5	The technology infrastructure supports the school’s teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator: 4.3	Opportunity for Improvement
Develop, implement, and monitor processes that will ensure that the school environment is safe, clean, and healthy for all students and staff. Ensure that an improvement plan focusing on building safety, cleanliness and health is created and regularly evaluated.	
Rationale	
Supporting Evidence	
Stakeholder Survey Data:	
<ul style="list-style-type: none"> • While staff surveys indicate high levels of satisfaction with the school maintaining “facilities that contribute to a safe environment,” less than half of students surveyed, or 48%, agreed or strongly agreed that “in my school, the building and grounds are safe, clean, and provide a healthy place for learning,” suggesting that a large portion of the student population disagrees or are ambivalent about the existence of a safe, clean school environment. 	
Stakeholder interviews, document and artifact review:	
<ul style="list-style-type: none"> • In an interview, the principal described the recent creation of a weekly Housekeeping Update for the Plant Operator to use that helps guide his department’s work and enables him and the administration to track conditions and performance. Other than this weekly update, no assessments are in place to measure response times to School Maintenance Request Orders or the effectiveness of those services. 	

- During classroom and school observations, team members noted that some restrooms were not well maintained and had an unpleasant odor.

Other pertinent information:

- An interview with the principal and a review of artifacts revealed that custodial and maintenance services do not have improvement plans in place.

Indicator: 4.6 & 4.7	Opportunity for Improvement
Engage in a collaborative systematic process to determine student needs for support services, (e.g., physical, social and emotional), as well as for counseling, assessment, referral, educational, and career planning. Use the results of this assessment to evaluate the effectiveness of existing support services and programs that are provided or coordinated by the school, and make modifications accordingly. Further, develop valid and reliable measures of program effectiveness that can be used to inform continuous improvement in student support services.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • While the school administration has recently restructured student support services, the student performance data detailed below suggests a need for careful and ongoing examination of the effectiveness of the school’s counseling, assessment, referral, educational, and career planning services. School programs and opportunities intended to meet students’ physical, social, and emotional needs should also be evaluated. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. ○ A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group. ○ A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and 	

math growth indicated an overall increase of 1.7%.

- A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. Data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%.
- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Stakeholder Survey Data:

- Survey data suggests that the staff is highly satisfied with student support services and programs:
 - 95% of staff indicated that they agree/strongly agree with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).”
 - 99% of staff indicated they agree/strongly agree with the statement, “Our school provides opportunities for students to participate in activities that interest them.”
- Student and parent survey data may provide some insight into possible leverage points for improvement in programs and services to support students. For example, the data suggests that a significant portion of the student population, about 25%, may perceive that support services are not accessible.
 - In surveys, 74% of students indicated that they agree/strongly agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”
 - 79% of students indicated that they agree/strongly agree with the statement, “In my school, I can participate in activities that interest me.”
 - 74% of students indicated that they agree/strongly agree with the statement, “My school provides learning services for me according to my needs.”
 - 73% of parents indicated that they agree/strongly agree with the statement, “Our school provides excellent support services (e.g., counseling, and/or career planning).”

Stakeholder interviews, document and artifact review:

- An academic advisor position was created this year. A focus on educational and career planning is part of the duties for this position.

- Interviews and documentation reveal that no formal comprehensive method of evaluating student support services and programs has been established.

Other pertinent information:

- Behavioral PLCs for each team have been established this year, but no measures of the effectiveness of this initiative have been established and collected yet.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & 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 et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school 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).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world 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.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
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.	2.4

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Description of Student Assessment System (TJMS evidence folder) • CSIP 	3

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs 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.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Analysis of MAP and KPREP Data (TJMS evidence folder) • 30-60-90 Day Plan (PLC) • PLC Focus – Student Data Analysis (TJMS evidence folder) 	3

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • MAP Training PP (TJMS evidence folder) • School Presentation 	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • PLC Student Work • Analysis/Proficiency Exam (TJMS evidence folder) • CSIP 	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Faculty Meeting KPREP Presentation (TJMS evidence folder) • MAP Data Analysis Chart (TJMS evidence folder) • CSIP • Communication Plan 	2

Indicator: 5.3	Opportunity for Improvement
Regularly and systematically assess and train all professional and support staff members in rigorous, professional development focused on improving skills in the evaluation, interpretation, and use of data.	
Rationale	
Supporting Evidence	
Stakeholder Survey Data:	
<ul style="list-style-type: none"> • 89% of staff members surveyed indicated that all staff members are trained in the evaluation, interpretation, and use of data, but documentation and interviews do not show that staff members are involved in rigorous professional development focused on data-related training. • 75% of students indicated in surveys that they agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning 	

activities to help me develop the skills I will need to succeed,” suggesting that as much as 25% of the student population disagrees or are ambivalent about the use of a variety of teaching methods and approaches.

- 57% of students indicated in surveys that they agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that the degree to which instructional approach is varied to help student meet learning expectations may be limited.

Stakeholder interviews, document and artifact review:

- Documentation and interviews did not indicate that the school’s professional development program includes training in the evaluation, interpretation, and use of data.
- While there is an abundance of data available in the school (formative, summative, and MAP data), interviews suggest that the ability of the professional staff to use this data to modify instructional practices is at a beginning level.
- Interviews, documentation, and observations indicate that teachers are discussing data in their PLC meetings, but the degree to which these conversations are resulting in meaningful change in instructional practice and improvement student performance is not evident.

Indicator: 5.4	Opportunity for Improvement
Develop policies that clearly define and describe a process for analyzing data that determine verifiable improvement in student learning. Use the results to design, implement, and evaluate continuous improvement action plans including the degree to which the school has been effective in ensuring readiness for and success at the next level.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. • A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. 	

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- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Stakeholder Survey Data:

- In surveys, 21% of parents indicated that they disagree or are ambivalent about the statement, "My child is prepared for success in the next school year."
- 96% of staff indicated that they agree/strongly agree that the school uses data to monitor student readiness and success at the next level.
- Although staff surveys indicate a high degree of satisfaction with the use of data to drive improvement, student performance data does not suggest that the majority of students are actually prepared for the next level.

Stakeholder interviews, document and artifact review:

- School artifacts include a description of the PLC model and tools to guide deconstructing standards, developing common assessments, analyzing data, and developing next steps for instruction. Staff interviews substantiate the implementation of this process by core teachers in math and reading/language arts. However, the degree to which this process is consistently implemented across all content areas was not clearly evident.

Indicator: 5.5	Opportunity for Improvement
Devise and implement a system to regularly monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to all stakeholder groups using multiple methods of delivery.	
Rationale	
<p>Supporting Evidence</p> <p>Student Performance Data:</p> <ul style="list-style-type: none"> • Growth data from the 2013 School Report Card suggests that Thomas Jefferson students are growing academically at a slightly faster rate in comparison with other students in the district and state. However, the percentage of students scoring above the Proficient level is still significantly below district and state averages within all sub-groups of the school. The extremely low number of students at the Proficient level suggests the possibility that monitoring of instructional effectiveness may be a contributing factor. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%. <p>Stakeholder Survey Data:</p> <ul style="list-style-type: none"> • When responding to the statement, “Our school ensures that all staff members monitor and report the achievement of school goals,” approximately 25% of parents are either ambivalent or disagree. Additionally, approximately 21% of parents who responded to the survey are either ambivalent or disagree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.” • Over 28% of students are either ambivalent or disagree with the following statement: “My school shares information about school success with my family and community.” <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> • Staff interviews reveal that MAP scores and student goals are sent home to parents. Some concern was expressed about parents not fully understanding what the MAP scores mean. 	

- Data concerning school improvement is communicated through the School Report Card, which is available online, but evidence shows that 40% of parents do not have Internet access.
- Evidence shows revisions to the Comprehensive School Improvement Plan (CSIP), but staff interviews reveal that not all teachers are familiar with this document.
- Staff and parent interviews also indicated that the school infrequently shares school results related to student achievement with families.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

On December 12, 2013, Lead and Associate Lead Evaluators initiated a conference call with Principal Kimberly Gregory. The discussion focused on the Diagnostic Review schedule (attached), required documents, and components of the Diagnostic Review. Electronic communication was ongoing in response to emergent questions, needs, and information related to the Diagnostic Review process.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on Friday, January 3, 2014 to begin a preliminary examination of institution's Internal Review Report and to determine points of inquiry for the on-site review. Other agenda items included the purpose of the School Diagnostic Review, team and individual responsibilities (off-site work and on-site work), the workspace, and the schedule. Individual conference calls were facilitated by the Lead Evaluator with any team members who were unable to participate in the virtual meeting. Team members arrived in the school system on Sunday, January 12, 2014 and concluded their work on Wednesday, January 15, 2014.

Institution leaders carried out the Internal Review process as directed and in keeping with the developed timeline. The school's Self-Assessment was a fair and unbiased representation of the school's current reality in response to the ratings on each of the AdvancED Standards and Indicators. Stakeholders, including students, parents, and staff members, were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	17
School Council Members (SBDM)	5
Teachers and Support Personnel	24
Parents and Community Members	10
Students	25
District Leaders	1
Educational Recovery Staff	3
TOTAL	85

The Diagnostic Review team also conducted classroom observations in 53 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards

Standard 1

- Stakeholder interviews reveal that leadership and staff intentionally foster a student-centered collaborative culture that works systematically to build a strong sense of community throughout the school.
- The School's Self-Assessment Report, stakeholder surveys, interviews with the principal and teachers, and other leadership interviews, as well as reviews of numerous artifacts, demonstrate that the school is committed to creating and sustaining a student-centered culture. Evidence indicates that the principal has led an organized effort focusing on creating a more student-centered culture.
- The school presentation, interviews, and review of artifacts reveal that administrators and teachers consistently take ownership for student success and have implemented support structures such as Living the Vision (a professional development initiative based on the school's mission of student-centered excellence and high expectations for all students), R.E.A.L. (Relationships, Engagement, Assessment, and Learning Targets), TJ 101 for new staff, and SBDM Council Committees. Designated support personnel, such as the Academic Guidance Counselor and the Exceptional Children Guidance Counselor, oversee and monitor these support structures.
- A review of the school's 2013-14 Thomas Jefferson Middle School Comprehensive School Improvement Plan reveals that although the school rates itself as Novice in the

critical categories of meaningful parent involvement, it has not identified strategies to ensure that families have multiple opportunities to understand how to support their children's learning beyond providing activities such as Open House, Family Fun Night, High School Transition Night, and Magnet Program Tours.

- While the principal has nurtured a positive, collaborative, student-centered culture that is aligned with the school's purpose and direction, there is a critical lack of meaningful parental involvement and engagement.
- The need exists to create formalized policies to regularly review the school's purpose and direction statement and develop a process by which all stakeholder groups are meaningfully and regularly engaged.

Standard 2

- A review of School-Based Decision Making Council agendas, meeting minutes, and policies suggests that the school has established a student-centered culture that supports its purpose and direction.
- SBDM policies have been reviewed since the school's reorganization. These policies comply with the KRS requirements, but sometimes fall short of ensuring the needed improvement in meeting academic goals.
- Observations from Professional Learning Communities reflect strong instructional planning. However, those plans were sometimes implemented inconsistently.
- Walkthrough documentation and teacher interviews indicate inconsistency in the number of classroom walkthroughs teachers receive, with some teachers reporting numerous walkthrough observations, while others reported a limited number. Additionally, school leaders and SBDM have not instituted a policy to regularly monitor and evaluate teaching practice to ensure that all classroom teachers maintain high expectations, use higher-order questioning, and assess students formatively.
- An interview with the School's Technology Coordinator indicates that 60% of parents have internet services. Since electronic communication is the primary means of communicating with parents, it is not apparent how the school ensures communication with the 40% of families who do not have internet access.

Standard 3

- Thomas Jefferson Middle School's curriculum provides specific objectives and a standards approach to curriculum development. The standards and objectives are discussed during Professional Learning Communities, (PLC) meetings, but specific

differentiation strategies and intentional next steps are not reflected.

- The principal and school leadership have a walkthrough process and feedback form, both of which indicate a measure for differentiation. However, it is not clear how the data is used to communicate results to inform or adjust instruction and professional practice. There is a need to collaboratively develop a process to ensure a continuous improvement protocol, including calibration of the walkthrough instrument, specific face-to-face feedback, coaching for next steps, and overall data analysis of walkthrough information.
- While students do participate in individual MAP conferences three times each year, there is no formal structure in place for all students to regularly reflect on their own learning.

Standard 4

- The Diagnostic Review Team found the staffing to be more than sufficient to support the school's purpose, educational programs, and continuous improvement efforts.
- Team members noted that bell-to-bell instruction was not consistently the norm during classroom observations.
- The school has made strides in coordinating student support services, and the Instructional Support Team Responsibilities document clearly delineates each person's roles and duties. Leadership recognizes the need for program evaluation in these areas and is beginning to collect data to inform decisions.

Standard 5

- Stakeholder surveys, classroom observations, student assessment data, and stakeholder interviews indicate that the school uses an assessment system that produces multiple measures of student learning and school performance. However, student performance data indicates a lack of evidence that the assessment system is comprehensive and provides consistent measures across all classrooms and courses.
- Leadership is actively involved in monitoring student achievement through the well-defined roles and involvement of the School Leadership Team but there is a lack of evidence to indicate a regular and systematic evaluation of the school assessment system for effectiveness in improving student instruction, student learning, and the conditions that support learning.
- Staff interviews and a review of PLC minutes reveal that the school is in the beginning stages of developing a comprehensive assessment system that will provide consistent

measurement across all classrooms and courses, and be regularly and systemically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Report on Learning Environment:

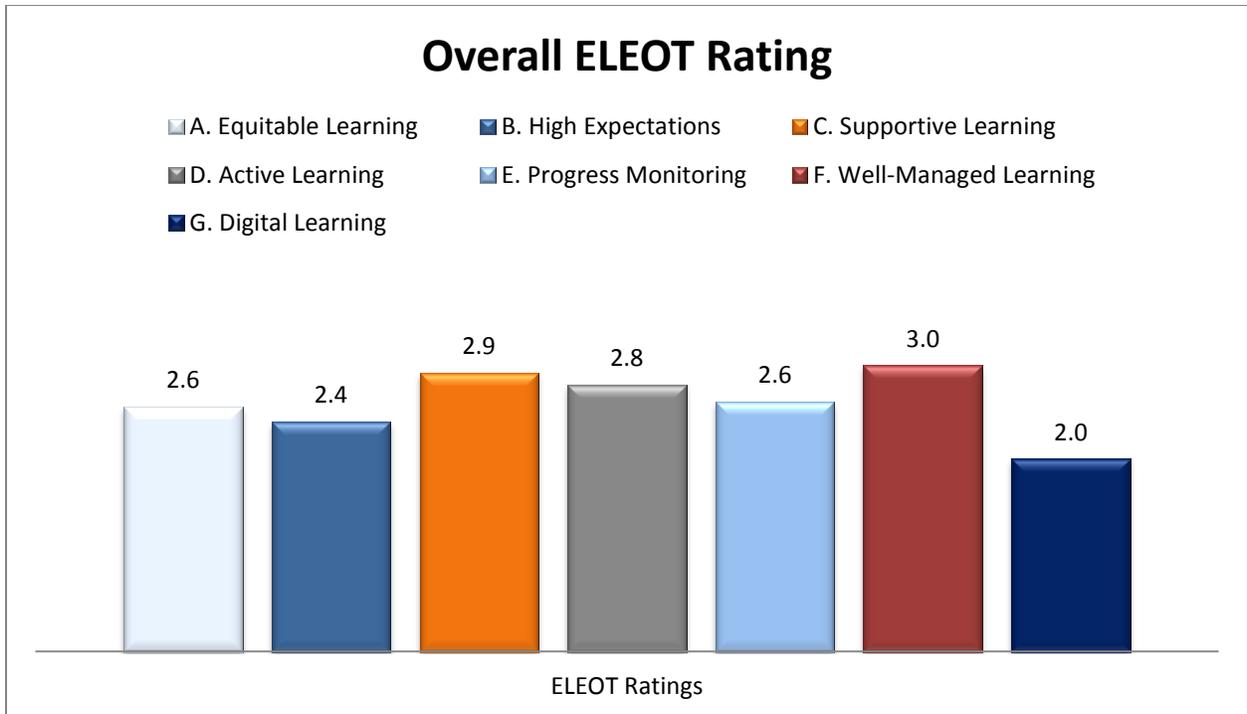
During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

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, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, 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. Certain Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 53 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	2.5	Has differentiated learning opportunities and activities that meet her/his needs	25%	26%	25%	25%
A.2	3.3	Has equal access to classroom discussions, activities, resources, technology, and support	2%	6%	53%	40%
A.3	3.0	Knows that rules and consequences are fair, clear, and consistently applied	4%	25%	40%	32%
A.4	1.5	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	77%	4%	9%	9%
Overall rating on a 4 point scale:		2.6				

Equitable Learning Environment Analysis

- Classroom observations reveal that the school's efforts to promote differentiated instruction have yielded some positive results. Descriptor A.1 (Has differentiated learning opportunities and activities that meet his/her needs) was rated an average of 2.6. ELEOT results indicated that differentiated learning opportunities were evident/very evident in 50% of classrooms. No evidence of differentiation was observed in 25% of classrooms.
- Opportunities for students to learn about their own or share others' backgrounds/culture, including sharing their perspective on content, were extremely rare. This component received a rating of 1.5 on a 4 point scale and was not observed in 77% of classrooms.
- Students having equal access to classroom discussions, activities, resources, and technology was rated 3.3 on a 4 point scale. This component was evident/very evident in 93% of classrooms.
- Indicator A.3, rated at 3.0 on a 4 point scale, was evident/very evident in 72% of classrooms, suggesting that students knew rules and consequences were fair, clear, and consistently applied in a majority of classrooms.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.7	Knows and strives to meet the high expectations established by the teacher	4%	40%	38%	19%
B.2	2.7	Is tasked with activities and learning that are challenging but attainable	8%	32%	42%	19%
B.3	1.8	Is provided exemplars of high quality work	53%	23%	15%	9%
B.4	2.5	Is engaged in rigorous coursework, discussions, and/or tasks	13%	40%	34%	13%
B.5	2.4	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	13%	47%	28%	11%
Overall rating on a 4 point scale:		2.4				

High Expectations Learning Environment Analysis

- Indicator B.5 (Is asked and responds to questions that require higher-order thinking) was rated at 2.4 on a 4 point scale. This indicator was evident/very evident in 39% of classrooms, suggesting that teachers are inconsistent in the use of instructional strategies that require student collaboration and development of critical thinking skills.
- Although students indicated that some teachers provide rubrics to guide student work, very few exemplars were noted during classroom observations. Indicator B.3 is provided exemplars of high quality work was not observed/partially observed in 76% of classrooms.
- Classroom observations do not reveal a strong focus on a challenging and rigorous curriculum.
 - Instances in which students were tasked with activities and learning that are challenging but attainable were evident/very evident in 61% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 47% of classrooms.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	3.0	Demonstrates or expresses that learning experiences are positive	2%	28%	42%	28%
C.2	2.9	Demonstrates positive attitude about the classroom and learning	6%	26%	40%	28%
C.3	2.9	Takes risks in learning (without fear of negative feedback)	11%	21%	36%	32%
C.4	3.2	Is provided support and assistance to understand content and accomplish tasks	2%	17%	43%	38%
C.5	2.7	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	15%	23%	36%	26%
Overall rating on a 4 point scale:		2.9				

Supportive Learning Environment Analysis

- The Supportive Learning Environment received an overall rating of 2.9 on a 4 point scale, one of the highest ratings among the 53 classroom observations. This rating is supported by the team's other findings that the school has been very intentionally focused on the development of a caring and supportive school culture and learning environment for students.
- The highest rating within the Supportive Learning Environment was Indicator C.4 (Is provided support and assistance to understand content and accomplish tasks), which was rated at 3.2 on a 4 point scale. This indicator was observed as evident/very evident in 81% of the 53 classroom observations.
- Indicator C.5, which addresses students being provided additional or alternative instruction and feedback, was observed as evident/very evident in 62% of classrooms, which suggests that personalization of learning is provided inconsistently.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	3.0	Has several opportunities to engage in discussions with teacher and other students	8%	21%	40%	32%
D.2	2.5	Makes connections from content to real-life experiences	23%	25%	28%	25%
D.3	2.9	Is actively engaged in the learning activities	2%	32%	40%	26%
Overall rating on a 4 point scale:		2.8				

Active Learning Environment Analysis

- Classroom observations indicate a strong reliance on direct teacher instruction as the primary mode of instructional delivery. Instances in which students were actively engaged in the learning activities were evident/very evident in 66% of classrooms. This rating may stem from the high degree of compliant student behavior – for example, students were instructed to sit and listen quietly to the teacher.
- Indicator D.1 was rated the highest in the Active Learning Environment with a rating of 3.0 on a 4 point scale. Instances in which students have several opportunities to engage in discussions with the teacher and other students were rated as evident/very evident in 72% of classrooms.
- Indicator D.2 was rated at 2.5, the lowest rating of the Active Learning Environment. Students being provided with opportunities to make connections from content to real-life experiences not observed/partially observed in 48% of classrooms.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.7	Is asked and/or quizzed about individual progress/learning	17%	15%	51%	17%
E.2	2.8	Responds to teacher feedback to improve understanding	4%	34%	42%	21%
E.3	2.7	Demonstrates or verbalizes understanding of the lesson/content	4%	36%	43%	17%
E.4	2.3	Understands how her/his work is assessed	26%	26%	38%	9%
E.5	2.6	Has opportunities to revise/improve work based on feedback	15%	23%	45%	17%
Overall rating on a 4 point scale:		2.6				

Progress Monitoring Learning Environment Analysis

- Indicator E.4 received the lowest rating (2.3 on a 4 point scale) of the Progress Monitoring Learning Environment. This indicator was not observed/partially observed in 62% of classrooms, suggesting that many students lack a clear understanding of how their work is assessed.
- The degree to which students have opportunities to revise/improve work based on feedback was evident/very evident in 62% of classrooms. Likewise, students responding to teacher feedback to improve understanding was evident/very evident in 63% of classrooms.
- Environments in which it was evident/very evident that students were asked and/or quizzed about individual progress/learning and were able to demonstrate or verbalize understanding of the lesson/content were observed in less than 68% of classrooms.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	3.2	Speaks and interacts respectfully with teacher(s) and peers	0%	17%	42%	42%
F.2	3.1	Follows classroom rules and works well with others	0%	19%	51%	30%
F.3	3.0	Transitions smoothly and efficiently to activities	11%	15%	38%	36%
F.4	2.8	Collaborates with other students during student-centered activities	11%	23%	43%	23%
F.5	2.9	Knows classroom routines, behavioral expectations and consequences	6%	25%	40%	30%
Overall rating on a 4 point scale:		3.0				

Well-Managed Learning Environment Analysis

- The existence of a well-managed learning environment received an overall rating of 3.0 and was evident through the majority of classroom observations. In general, the team found students throughout the school to be well behaved, friendly, and compliant with teachers' directions. Classrooms were orderly during transition times.
- It is noteworthy that indicators F.1 (rating of 3.2) and F.2 (rating of 3.1) were marked as "not observed" in 0% of classrooms. Conversely, the degree to which this indicator was evident/very evident was 84% and 81% respectively.
- Smooth, effective transitions were evident/very evident in 84% of classrooms.
- Class changes and hallway transitions were orderly and efficient.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	2.4	Uses digital tools/technology to gather, evaluate, and/or use information for learning	32%	25%	15%	28%
G.2	1.8	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	64%	8%	8%	21%
G.3	1.8	Uses digital tools/technology to communicate and work collaboratively for learning	62%	11%	8%	19%
Overall rating on a 4 point scale:		2.0				

Digital Learning Environment Analysis

- The use of digital learning tools/technology received an overall rating of 2.0, indicating that there was little to no observational evidence of these tools being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of conducting research, solving problems, or working collaboratively for learning.
- The rating of 2.4 on a 4 point scale for Indicator G.1 was primarily a result of students using the Compass Learning System.
- Technology is readily available in nearly all classrooms for use as an instructional resource and learning tool, but students were not using digital tools to enhance their learning in over 60% of the classrooms observed.

Promising Practice

Indicator: 3.7	Promising Practice
<p>Thomas Jefferson Middle School created an intentional mechanism to induct, mentor, and support new teachers to the Thomas Jefferson community through TJ101. TJ101 was developed not only to address general issues, but also to focus on topics pertinent to new teachers such as writing clear, focused objectives, delivery of instruction, classroom management, and navigation through the complexity of school systems and streamlining understanding of those systems. The school has retained most of the new hires that came from the restructuring model chosen by the school. TJ101 is a support structure for first and second year teachers and is currently a sustainable practice.</p>	
<p>TJ101 is a clearly defined process that intentionally supports first and second year teachers in effective teaching and learning processes and practices. Teachers receive intentional coaching from a veteran teacher who coordinates and implements the support program. All TJ101 teachers gain meaningful ongoing mentoring and support through face-to-face coaching and specific feedback given from observations. The veteran teacher leads TJ101 teachers through Thomas Jefferson’s professional learning community, guiding teachers through student data analysis and adjusting professional practice accordingly. TJ101 has systematic support structures that intentionally and purposefully set new teachers up for success. TJ101 provides effective, consistent coaching and job-embedded professional development that promotes continuous improvement in teachers’ professional practice. The end result of this intentionality will be increased student achievement.</p>	

Improvement Priorities

Indicator: 1.1	Improvement Priority
<p>Create and implement a policy that clearly defines a systematic process to provide regular review, revision, and communication of the school’s purpose and direction for student success. Ensure that the process includes participation from all stakeholder groups including parents.</p>	
Rationale	
<p>Supporting Evidence</p> <p>Student Performance Data:</p> <ul style="list-style-type: none"> • Student performance data improved slightly between 2012 and 2013. Limited improvement in student performance may suggest a need for an examination of the effectiveness of the school’s formal statement of purpose and direction in guiding improvement efforts across the school. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of 	

students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments.

- A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall.
- A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group
- A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%.
- A comparison of fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. This data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%.
- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Classroom Observation Data:

- The High Expectations Learning Environment received an overall rating of 2.4 on a 4 point scale. Indicator B.1 (the student knows and strives to meet high expectations established by the teacher) was evident or highly evident in 57% of classrooms observed. This result suggests that the current formal statements of purpose and direction may not be sufficient in expressing high expectations for students and staff, which is a critical component of student achievement and school improvement.

Stakeholder Survey Data:

- In surveys, 100% of administrators, 93% of teachers, and 72% of staff indicated that they agree/strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders." However, when asked to describe the process in place to ensure a regular and systematic review of the school's purpose and direction and beliefs about teaching and learning, most teachers were unable to identify how this process occurs.

Stakeholder interviews, document and artifact review:

- A review of The Missing Piece Diagnostic revealed the school identifies itself in the Novice category for its encouragement of parent participation on SBDM committees or as part of school planning. The school council has parent members as required by law. Parents are not asked to serve on committees. Meeting times and places are determined by the principal. There was low voter turnout for the SBDM parent election.
 - A review of the Self-Assessment document revealed Thomas Jefferson Middle School (TJMS) engaged in a process during 2009-10 that included representatives from most stakeholder groups to develop vision and mission statements to guide the work of the school.
 - The standards presentation and teacher interviews consistently revealed a strong commitment to a student-centered culture in which teachers and staff are committed to doing whatever it takes to provide students with quality instruction and behavior support to ensure their success.
 - Departments within the school have developed corresponding “we believe” statements to support the school’s purpose and direction.
 - During interviews with the principal, teachers, and parents, stakeholders were able to identify the current vision, mission, and belief statement. However, when asked to describe the process in place to ensure a regular and systematic review of the school’s purpose, direction, and beliefs about teaching and learning they were unable to identify how this process occurs.
 - A review of the TJMS Communication Plan showed that it is focused on communication with internal stakeholders.
 - Observations revealed that SBDM Committees had no parents in attendance.

Indicator: 1.3	Improvement Priority
Develop and implement strategies to ensure external stakeholder groups work collaboratively and consistently to build ownership of the school’s purpose and direction that yield improved student achievement.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> • Student performance data, which has been flat for at least two years, does not suggest that the school’s improvement planning processes are effective. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for 	

students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall.

- A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group.
- A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%.

- A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. This data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%.
- College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Stakeholder interviews, document and artifact review:

- A review of The Missing Piece Diagnostic revealed the school identifies itself in the Novice category for its encouragement of parent participation on SBDM committees or as part of school planning. The school council has parent members as required by law. Parents are not asked to serve on committees. Meeting times and places are determined by the principal. There was low voter turnout for the SBDM parent election.
- During interviews, parents consistently commented that there is a low level of participation and limited opportunities for involvement by parents in the school decision-making process.
- The Standards Presentation, interviews with administrators, teachers, and parents, and a review of the 2013-14 School Improvement Plan consistently show that opportunities for parent involvement is limited to activities that are focused on information sharing such as Open Houses, Patriot Day Post, and Parent Portal/Gradebook.
- A review of the Missing Piece Diagnostic revealed the school identified themselves as Novice in the categories of providing parents multiple opportunities to learn about and discuss the following:
 - Kentucky standards and expectations for all students
 - School's curriculum, instructional methods, and student services

- The school’s decision-making process, including opportunities for parents to participate on SBDM councils and committees
 - Their children’s learning and development, along with legal and practical options for helping children succeed, such as the IEP and or ILP process
 - Community resources to support learning
 - Opportunities to participate in state and district school improvement efforts such as forms, committees, and surveys
- The school rated itself as Novice in the category of offering parent workshops and meetings in convenient locations in supporting their children’s learning and the school’s improvement efforts.
 - The school rated itself as Novice in the category of having a classroom observation policy that welcomes families to visit all classrooms.
 - The school rated itself as Novice in the category of school staff developing parent leaders who contribute regularly to other parents’ understanding and help meet other parents’ learning needs.
 - A review of Thomas Jefferson’s 2013-14 School Improvement Plan reveals that although the school rates itself as Novice in the critical categories of meaningful parent involvement, it has not identified strategies focused on ensuring that families have multiple learning opportunities to understand how to support their children’s learning beyond providing activities such as Open House, Family Fun Night, High School Transition Night, and Magnet Program Tours.

Indicator: 3.3	Improvement Priority
Design, implement, and monitor systematic procedures that will ensure all teachers are consistently engaging students in learning activities, such as collaboration, self-reflection, problem-solving, development of critical thinking skills, among others, that result in achievement of learning expectations.	
Rationale	
Supporting Evidence	
Student Performance Data:	
<ul style="list-style-type: none"> ● Student performance data strongly suggests that the degree to which students are highly engaged in their learning is limited. <ul style="list-style-type: none"> ○ Student performance does not suggest that students are fully engaged in their learning. Classroom observations consistently revealed that students were passive learners in most classrooms and participated in activities such as sitting 	

- and listening to the teacher. Teachers and the school are challenged to provide learning activities that are highly engaging and result in the achievement of learning expectations.
- The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments.
 - A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall.
 - A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group.
 - A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%.
 - A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. Data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%.
 - College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%.

Classroom Observation Data:

- The High Expectations Learning environment received a rating of 2.4 on a 4 point scale. Indicator B.5 (Is asked and responds to questions that require higher-order thinking) was rated 2.4 and was evident/very evident in only 39% of classrooms.
- The use of questions requiring students to use higher-order thinking skills was seldom observed in classrooms.
- Indicator B.4 (Is engaged in rigorous coursework, discussions, and tasks) was rated 2.5 and was evident/very evident in only 47% of classrooms.
- Rigorous coursework was seldom observed in classrooms.
- Indicator B.1 (Knows and strives to meet high expectations established by the teacher) was rated 2.7 and was evident/very evident in 57% of classrooms.

- Indicator E.4 (Understands how his/her work is assessed) was rated 2.3 and was evident/very evident in only 47% of classrooms.
- The rating for indicator G.2 and G.3 was 1.8, suggesting very limited student use of technology in classrooms.

Stakeholder Survey Data:

- In surveys 65% of students agree/strongly agree with the statement, "In my school the principal and teachers have high expectations of me," suggesting that a significant number of students, approximately one-third, do not necessarily believe that the school staff has high expectations of them.
- In surveys 57.24% students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that a significant number of students do not perceive that teachers adapt instruction to meet their learning needs.

Other information:

- Evidence from classroom observations indicates that teachers sometimes use instructional strategies that require student collaboration and development of critical thinking skills.
- While students do participate in individual MAP conferences three times each year, there is no formal structure in place for all students to regularly reflect on their own learning.
- While instruction is planned for small groups of students, differentiation of instruction was rarely observed in classrooms.
- Classroom observations indicate that teachers sometimes use instructional strategies that require students to apply knowledge and apply knowledge and skills as well as integrate content and skills with other disciplines, but these practices were primarily observed in the school's Communication Magnet Program.
- Technology is available in nearly all classrooms for use as an instructional resource and learning tool. However, classroom observations revealed very limited student use of technology to enhance learning.

Indicator: 3.8	Improvement Priority
Expand opportunities to meaningfully engage families in their children’s educational and learning experiences. Evaluate the effectiveness of such programs and ensure that families have multiple ways of staying informed of their children’s learning progress.	
Rationale	
<p>Supporting Evidence</p> <p>Stakeholder Survey Data:</p> <ul style="list-style-type: none"> • In the TELL Kentucky surveys there was a decrease from 2012 to 2013 for the indicator “I believe my school provides a caring and supportive environment for parents.” In 2012, 75% of parents agreed/strongly agreed with this indicator compared to 61% of parents agreeing or strongly agreeing with it in 2013. • In surveys 71.4% of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning,” suggesting that more than one fourth of the students do not feel there are opportunities for their families to become involved in school activities or students’ learning. • Similarly, 67% of students indicated that they agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.” <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> • Documents and artifacts, as well as interviews, consistently reveal that the degree to which parents are meaningfully engaged in the school is very limited. • Parent interviews indicated that based on requests for volunteer opportunities, some parents did not feel welcome to participate in school activities. Parents also stated that they would like more information on a variety of school-related topics as well as increased communication with the school. • Some parents also indicated in interviews that they do not believe that their voice is heard regarding school issues. • A review of the Parent Involvement Policy reveals that the practices of the school are not always consistent with the school’s policy. 	

Indicator: 3.10	Improvement Priority
Through a collaborative process, examine current grading policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies ensuring that they are based on clearly defined criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and common courses.	
Rationale	
<p>Supporting Evidence</p> <p>Student Performance Data:</p> <ul style="list-style-type: none"> • Performance data does not suggest the existence of high expectations and academic rigor which may be associated with grading policies and practices that are not based on content knowledge and skills, focused on “next level” preparedness, and consistently applied across the school. <ul style="list-style-type: none"> ○ The 2012-2013 School Report Card indicates that approximately 77% of students are performing below the Proficient level in reading and 79% of students are performing below the Proficient level in math on K-PREP assessments. ○ A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.3% increase in reading and a 7.5% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 12.1%, which exceeds district and state averages. Novice level reduction in reading was 3.7% overall. ○ A comparison of gap data for social studies shows a decrease of 1.5% from 2011-2012 to 2012-2013 for the non-duplicated gap group. ○ A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 4.6% increase in math and a 1.2% decrease in reading for students making typical or higher annual growth. Combined reading and math growth indicated an overall increase of 1.7%. ○ A comparison of Fall MAP data from 2012 to 2013 shows an overall 3% decrease in math proficiency, with seventh grade experiencing the largest decrease of 8.9%. Data also displays an overall 0.5% decrease in reading proficiency, with eighth grade experiencing the largest decrease of 4.4%. ○ College and Career Readiness (CCR) is derived from the percentage of students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of the 2011-2012 and 2012-2013 School Report Cards for CCR indicates a decrease in the total weighted score from 3.8 to 3.3. The percentage of students meeting benchmarks decreased from 40.1% to 33.9% in English, from 19.1% to 15.2% in reading, and from 12.7% to 12.6% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks remained unchanged at 4.3%. 	

Classroom Observation Data:

- The Progress Monitoring Learning Environment received a rating of 2.6 on a 4 point scale. The rating for indicator E.4 (Understands how his/her work is assessed) was a 2.3 and evident/very evident in only 47% of classrooms. This percentage suggests that more than half of the students do not understand how their work is assessed.
- The Equitable Learning Environment received a rating of 2.6 on a 4 point scale. The rating for indicator A.1 (classrooms had differentiated learning opportunities) was a 2.5 with 50% of the observations indicating differentiated learning opportunities. This score suggests that not all students are provided differentiated learning opportunities.

Stakeholder Survey Data:

- In surveys 68.4% students agree/strongly agree with the statement, “All of my teachers keep my family informed about my academic progress,” suggesting that nearly one third of students do not think that teachers are informing their families about their progress.
- In surveys 76.3% of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work,” suggesting that nearly one fourth of students see inequities in the evaluation and grading of their work.
- In surveys, 70.5% of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded,” suggesting that nearly 30% of parents did not understand how their child was being graded.

Stakeholder interviews, document and artifact review:

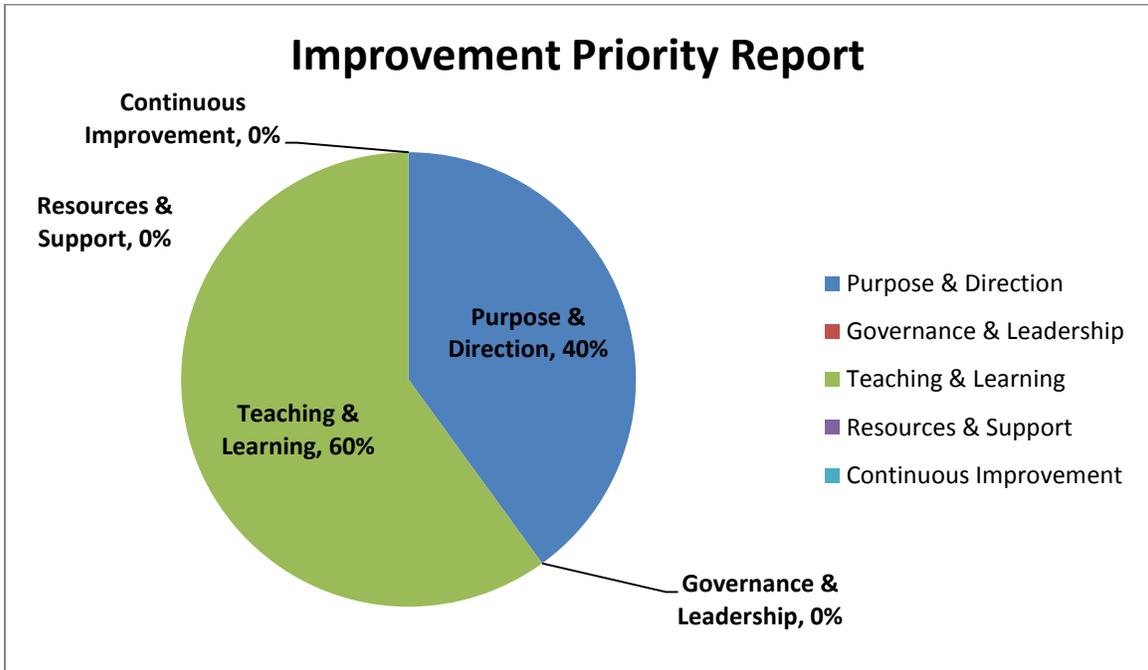
- Evidence from documents, artifacts, and interviews reveals that current grading and reporting practices are based on policies established by the Jefferson County Board of Education but the extent to which grading practices reflect student mastery of content knowledge and skills is minimal. Additionally, there was little evidence to suggest that grading practices are monitored or formally and regularly evaluated.
- Interviews revealed that some parents were not notified of their children’s declining grades in a timely manner.
- Based on student, teacher, and parent interviews, traditional grading practices are used in most classrooms, but grades assigned reflect a range of variables besides mastery of standards.

Part III: Addenda

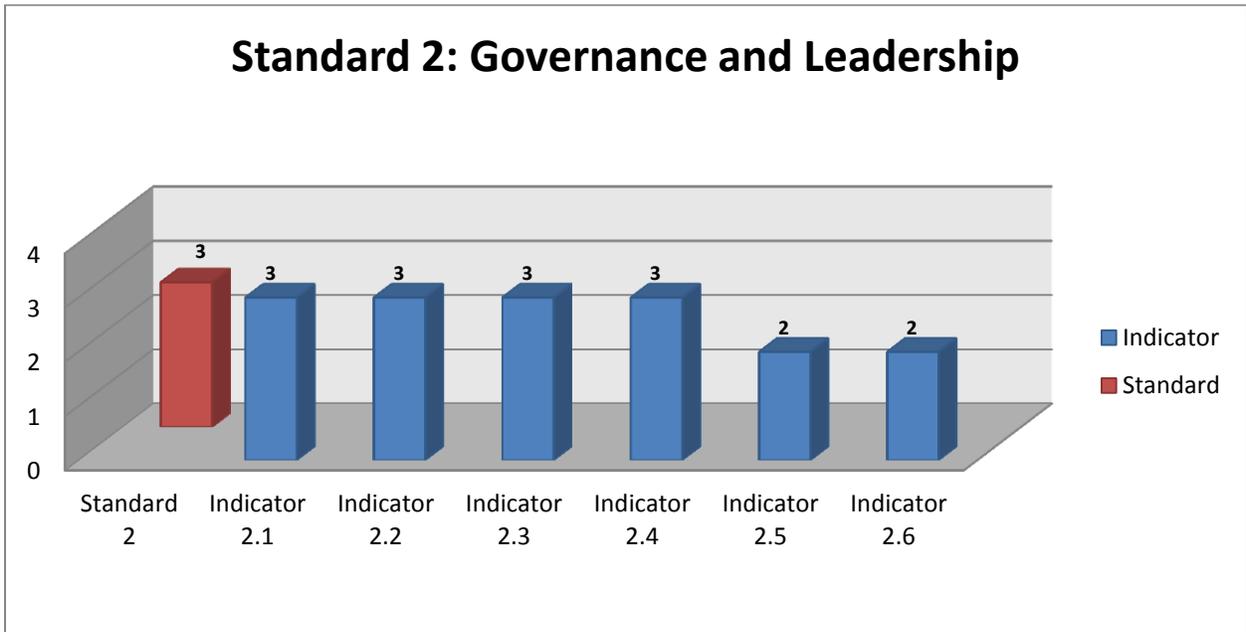
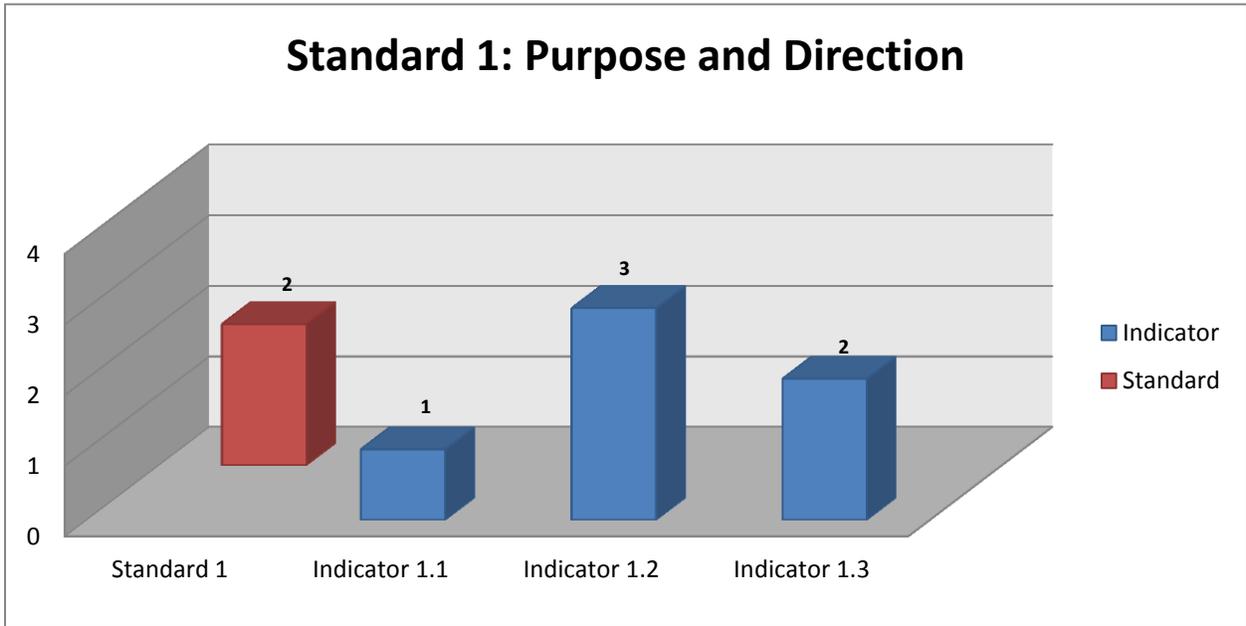
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	1
1.2	2	3
1.3	2	2
2.1	2	3
2.2	3	3
2.3	2	3
2.4	2	3
2.5	2	2
2.6	2	2
3.1	2	2
3.2	2	2
3.3	2	2
3.4	2	2
3.5	3	3
3.6	2	2
3.7	3	3
3.8	2	1
3.9	2	2
3.10	2	1
3.11	2	3
3.12	2	2
4.1	3	3
4.2	2	3
4.3	3	2
4.4	2	3
4.5	2	3
4.6	2	2
4.7	2	2
5.1	2	3
5.2	3	3
5.3	2	2
5.4	2	2
5.5	2	2

Diagnostic Review Visuals

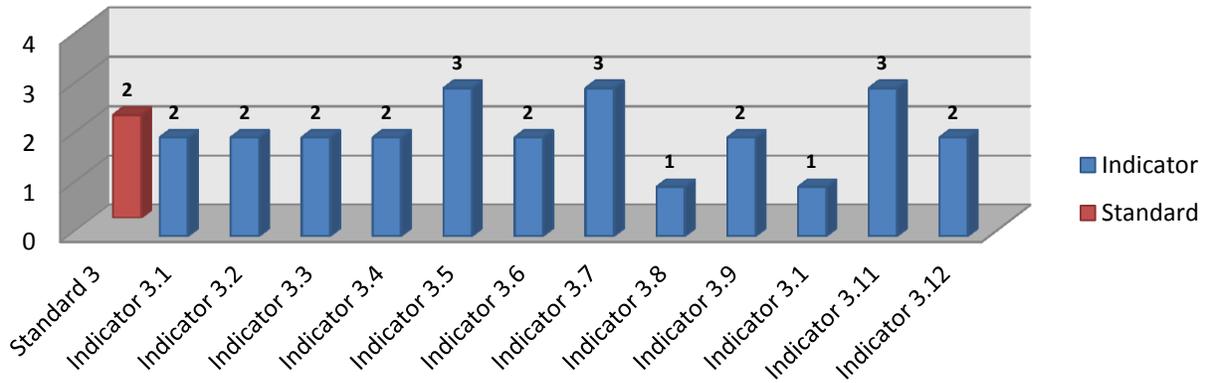
Percentage of Standards identified as Improvement Priorities



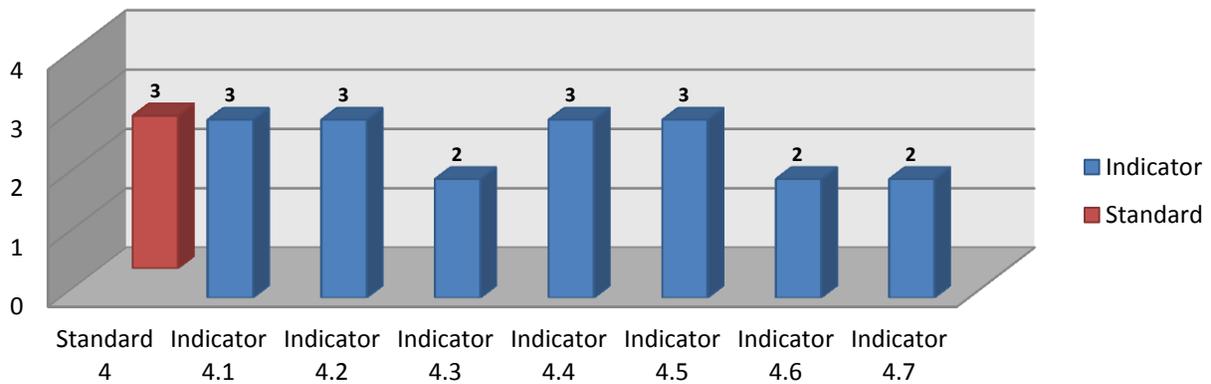
Average ratings for each
Standard and its Indicators

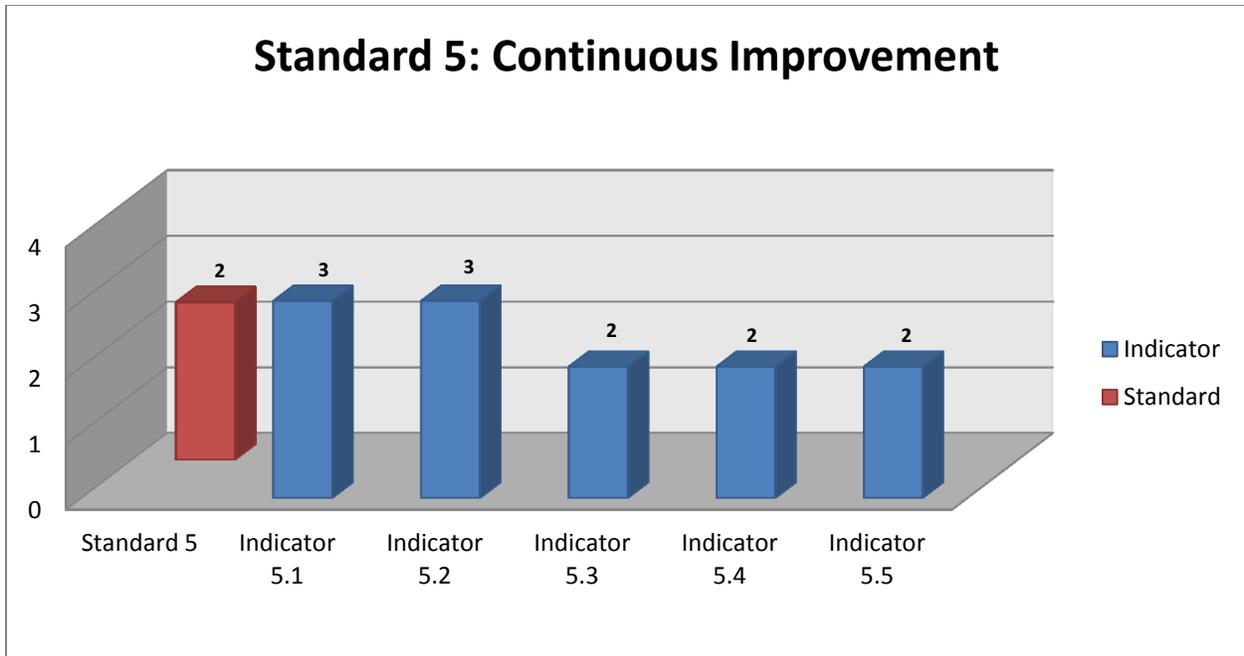


Standard 3: Teaching and Learning



Standard 4: Resources and Support





2013 Leadership Assessment/Diagnostic Review Addendum



The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Thomas Jefferson Middle School.

Deficiency 1: Staff members do not consistently model the behaviors they expect from students.

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

School evidence:

- New staff hired/re-staffing
- TJ 101 focus

- Weekly Principal Message: “Captain’s Compass,” “The Pit Stop,” “The Dugout”
- Suspensions of ECE students decreased
- ILT Minutes
- Family Leader minutes
- SBDM committee minutes
- Peer Observation forms completed
- PD Records
- Cultural Competency Training with all staff
- Staff Field Trip throughout students’ areas of residence and beyond to see demographics firsthand
- SBDM created Planning Committee to review/revise discipline procedures during spring 2012
- Provided embedded PD/summer PD; committee created PRIDE Expectations for staff and students and presented lessons to all staff on Opening Day
- Continued emphasis on CHAMPs or CHAMPs-like procedures within classroom; mandated session for all new TJ staff during retreat; component of TJ 101
- SBDM minutes
- Planning committee minutes
- Staff handbook

School comments:

- Emphasis on relationships as part of R.E.A.L.
- Retained 85% of TJ 101 members from 2012-13
- Development of TJ 101 for new staff led by effective veteran teacher
- Peer Observations within the building
- All departmental Families submit Behavior Plans to APs and student incentives are in place (Star Bucks, SOAR on Aviators, etc.)
- RAISE committee overseeing incentive plans

Team evidence:

- Self-Assessment
- Executive Summary
- KDE School Report Card
- CSIP
- Stakeholder Survey Results
- Stakeholder Interviews
- Review of PLC work
- General observations of teacher-to-student and teacher-to-teacher interactions
- TJ101
- Cultural Competency training with all staff
- SBDM minutes
- Planning committee minutes

<ul style="list-style-type: none"> • Staff handbook
<p>Team comments:</p> <p>Leadership and staff deliberately foster a collaborative culture that works systematically toward building a sense of community within the school. School leaders actively engage in building support structures of shared commitment and core values about teaching and learning. The culture is characterized by a belief system that continues to develop shared ownership. This belief system is modeled within the Instructional Leadership Team and Family Leaders designs that are intentionally focused on building leadership capacity and sustainability.</p>

Deficiency 2: Instruction and assessment in most classrooms lack sufficient rigor and relevance to promote student growth and achievement.

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

<p>School evidence:</p> <ul style="list-style-type: none"> • Multiple PDs focused on improving instruction embedded in the school day and held after school • Core Intervention initiative • Walkthroughs/follow up with Planning Coach and Resource Team • ILT and Resource Team working through Robyn Jackson’s <i>Instructional Leader Guide</i> and placing teachers on a continuum; worked through <i>The Skillful Teacher/Analyst</i> 2012-13 • Living the Vision initiative/calibration • Living the Vision action plans • True Colors initiative • Created Academic Assistant Principal position to monitor learning, instruction, and student growth • Created Academic Counselor position to facilitate student learning, instruction, and growth • Content area PLC teacher surveys used to refine/revise PLC structures/protocols • Content area PLC minutes

- Department minutes
- ILT minutes
- Family Leader minutes
- Departmental Family minutes
- Skillful Analyst Training for all ILT members in summer 2012
- Planning Coaches initiative/work plans
- SBDM /Principal creation of Instructional Focus committee
- Instructional Improvement committee minutes/peer walkthroughs/observations
- Resource Teacher Team minutes/logs
- TJ 101 Instructional Practice focus
- TJ 101 materials
- Student interview/survey results used to refine practice
- PD schedule/plans
- SBDM committee minutes
- Multiple walkthroughs completed for multiple purposes provide a comprehensive snapshot of teaching/learning
- Created Instructional Time Audits conducted by ILT; feedback given to teachers
- Growth Plans for staff
- Compass usage plans
- SBDM minutes
- Instructional Time audit/departmental Family Minutes

School comments:

- PD schedule/calendar/exit slips
- Students' True Colors are visible in Family/Team area; follow up through department meetings on instructional implications
- Planning Coaches were assigned and specific improvement plans were created
- Living the Vision was named a Developing Best Practice at KDE Summit
- Sample evaluations/E-2 forms

Team evidence

- Self-Assessment
- Executive Summary
- KDE School Report Card
- CSIP
- ELEOT Classroom observation data
- Teacher interviews
- Student interviews
- Lesson plans
- SBDM minutes
- Instructional Time Audit/Family Minutes

Team comments:

While ELEOT walkthrough data did reveal some pockets of rigorous instruction, the school is in the developmental stages of addressing this deficiency. There is not an obvious common operational definition of rigor among leadership and teachers. ELEOT walkthrough data revealed that 53% of students observed were not engaged or partially engaged in rigorous coursework, discussions, and/or tasks. ELEOT observation data also showed that 60% of students observed were not required or were partially required to respond to questions involving higher-order thinking (applying, evaluating, synthesizing). The School Report Card demonstrates a 1.7% increase in the percentage of students scoring at the Proficient level in math and reading from 2011-2012 to the 2013 school year, but rigor and relevance are not yet embedded in professional practices at levels that support consistent, continuous, and sustainable student growth and achievement.

Deficiency 3: Formative assessments are not used to inform and modify instruction.

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

School evidence:

- Multiple PDs focused on improving instruction embedded in the school day and held after school
- Formative assessment sessions at retreats in 2012 and 2013
- Refined/revised PLC structure for language arts and math
- Use of MAP for organizing students; use of COMPASS to modify instruction
- Multiple walkthroughs completed for multiple purposes to provide comprehensive snapshot of teaching/learning
- Resource Teacher Team focus on formative assessment implementation/results
- Use of district proficiency assessments within classroom
- Use of enrichment notebooks/assessments
- Common Assessments created/analyzed during language arts and math PLC time
- Enrichment walkthroughs/notebooks completed by students
- Student Technology Coordinator position focused on implementation/walkthroughs; STC

30/60/90 plans; STC PD schedules/agendas

- Resource Teacher team minutes/logs
- ILT minutes
- Family Leader minutes
- Departmental/Family minutes
- Committee minutes
- School budgets
- SBDM minutes

School comments:

- Increased focus on technology use for assessment through in-house funded School Technology Resource Teacher (focus on CIITs, Smart Response, embedded PD, technology walkthroughs)
- Staff Developer focus on core Interventions/work plans
- Reallocation of resources to language arts and math to modify instructional practice

Team evidence:

- Self-Assessment
- Executive Summary
- KDE School Report Card
- CSIP
- Staff and student interviews
- Progress monitoring data
- ELEOT classroom observations
- Instructional Leadership Team minutes
- Committee Minutes
- School Budgets
- SBDM Minutes

Team comments:

The School uses Measures of Academic Progress (MAP) to assess students three times per year. However, there are unclear expectations regarding teacher use of daily and weekly formative assessments to adjust instruction to meet the learning needs of all students. Formative assessments are not consistently used in all classrooms to inform instruction and to ensure instructional adjustments are made in a continuous, natural process to increase learning for all students.

Deficiency 4: The focus of school improvement efforts is hampered by the plethora of instructional and behavioral programs and interventions being implemented.

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

School evidence:

- In-house audit of programs
- Restructuring plan/CSIP
- 6th Grade Academy/reorganization
- Focus on R.E.A.L.
- Student Response Team Coordinator position/in-house Achievement Gap coordinator
- Reworked ISAP into Positive Action Center
- Created Anger Management Instruction for ECE students
- Academic PLCs and behavior PLCs
- Extended School Day for targeted students
- MAP schedule
- MAP conferences
- Enrichment notebooks
- ILT minutes
- Family Leader minutes
- Departmental Family minutes
- Committee minutes
- Resource Teacher Team minutes/logs
- Staff handbook
- TJ 101 curriculum
- Instructional plan of core interventions
- Enrichment schedules/data
- Compass usage plans/data

School comments:

- Instructional Plan centered around MAP data and core interventions (red/yellow/green)

- Developed new CSIP in 2012 with 3 focused goals
- Intervention in enrichment for literacy and math, no additional programming in Related Arts
- Suspensions have decreased, particularly for ECE Students

- Team evidence:
- Self-Assessment
 - Executive Summary
 - KDE School Report Card
 - CSIP
 - Principal and teacher interviews
 - Standards presentation by principal and Instructional Leadership Team
 - Coordinated systems of support established at the school
 - Development of organizational documents clarify staff/leadership roles/responsibilities
 - ILT minutes/operational protocol
 - Instructional Plan of Core Interventions
 - Enrichment schedules/data
 - Compass usage Plans/data

Team comments:

The School Leadership conducted an intentional review of all programs and removed those that they deemed were not relevant to the purpose and direction of the school. R.E.A.L., which includes Relationships, Engagement, Assessment, and Learning Objectives, was developed as a means to streamline the school’s programs in order to focus on and drive student learning. Therefore, R.E.A.L. provides the school a guide for creating a culture of student centeredness and for streamlining academic and behavioral programs and interventions in support of student achievement. Leadership recognizes the need for program evaluation in this area and has begun these efforts.

Deficiency 5: Intervention services are not efficiently organized to maximize the impact of resources and eliminate gaps and overlaps of program delivery.

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

		There is little or no evidence of improvement with regard to this deficiency.
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School evidence:

- Counselor focused on social/emotional student issues; development of comprehensive guidance program
- Guidance Counselor schedule for classroom guidance
- Guidance Counselor referral form/process
- Created Academic Counselor position for purpose of creating/monitoring academic needs of students
- Academic PLCs and behavior PLCs/minutes
- Student Response Team creation led by in-house Achievement Gap Coordinator
- Corrective Action plans
- Core Intervention initiative
- Restructured Related Arts rotation/schedules
- List/index of ILT duties and responsibilities
- Infinite Campus counseling referrals
- IC records
- ILT minutes
- Family Leader minutes
- Departmental/Family Minutes
- Compass usage plans
- Enrichment schedules
- CSIPs
- Staff handbook
- List of blue/red office staff duties and responsibilities

School comments:

- Intervention in enrichment for literacy and math, no additional programming in Related Arts
- Students in GAP Program data/analysis
- Suspensions have decreased, attendance has increased
- Elicit student feedback and adjust procedures accordingly

Team evidence:

- Self-Assessment

- Executive Summary
- KDE School Report Card
- CSIP
- Stakeholder Interviews
- Behavioral PLC observation
- CAPS (Corrective Action Plan for Students)
- Student Resource Teacher
- List/index of ILT duties and responsibilities
- List of blue/red office staff duties and responsibilities

Team comments:

There are multi-layered structures of support in place for students to keep them from “falling through the cracks.” Teachers and students are beginning to take ownership of the growth mindset that the school has adopted. Core interventions take place within the core classrooms. A daily math or reading enrichment class is also provided, dependent on students’ individual needs. There are processes in place such as CAPS (Corrective Action Plan for Students) in which teachers assist students in taking ownership of their own academic performance. Specific intervention personnel with clearly defined roles and responsibilities, such as the Academic Guidance Counselor, Guidance Counselor for Social and Emotional Needs, Exceptional Children’s Education Counselor, as well as an Academic Advisor, provide structures of support for student success.

Deficiency 6: There is some ambiguity about the respective roles of administrative and support staff, which sometimes hampers the effectiveness of communication and the implementation of job responsibilities.

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

School evidence:

- Restructured roles/responsibilities of all ILT; frequent review with ILT
- Led ILT through a book review on leadership - *Learning from Lincoln: Leadership Practices for*

School Success by Harvey Alvy and Pam Robbins

- Led ILT through the Five Functions of a Team; engaged in multiple leadership training exercises with ILT
- Engage staff in surveys regarding ILT members; results used to refine and grow
- ILT minutes
- Family Leader minutes
- Departmental/Family minutes
- TJ 101 curriculum/minutes
- Staff handbook
- Resource Teacher Team minutes/logs
- Infinite Campus Counseling Referrals
- Infinite Campus Records

School comments:

- SharePoint index of ILT roles/responsibilities
- Midyear reflection surveys/conversations with leadership
- Quarterly Reports
- Baseball field graphic organizer that identifies personnel and lists clearly defined roles and responsibilities

Team evidence:

- Self-Assessment
- Executive Summary
- KDE School Report Card
- CSIP
- Baseball graphic organizer that identifies personnel and lists clearly defined roles and responsibilities
- Observations of PLC and SBDM committee meetings
- Principal interviews
- Teacher interviews
- Student interviews
- Other leadership interviews
- List/index of ILT duties and responsibilities
- List of blue/red office staff duties and responsibilities

Team comments:

- Instructional Leadership Team members and support staff were identified and member roles and responsibilities were clearly defined and documented, as well as communicated to teachers, staff, and students. Small “family” learning communities were developed within the school. These meetings have administrative presence by designated personnel to support the work and next steps. Meeting structures and expectations are well-organized and communicated for a student-centered focus. Staff interviews revealed that the development, explanation, and implementation of lists of ILT duties/responsibilities and blue/red office staff duties/responsibilities have clarified any ambiguity about the respective roles of administrative and support staff.

Diagnostic Review Team Schedule

School Diagnostic Review Schedule

Thomas Jefferson Middle School

January 12-15, 2014

SUNDAY

Time	Event	Where	Who
3:00 p.m.	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. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY

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 – 9:00 a.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 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? <p>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.</p> <ol style="list-style-type: none"> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 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? 	<p>Presentation: Independence Hall (Blue—2nd Floor)</p> <p>Work Room: Room 107 (Blue)</p>	

	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?		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15 – 10:15a.m.	Principal interview	Blue Office	Diagnostic Review Team Members
10:15– 11:45	Begin school and classroom observations Interview following presentation: Assistant Superintendent	Room 107	Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing		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. Teacher Interviews		
11:40-12:30 12:35-1:25 12:00-12:45 1:30-2:20	Individual interviews should be scheduled for all school council members Other Leadership	Room 218 (Blue) Room 201 (Blue) RM 320-(Blue) RM 256-(Red)	Diagnostic Review Team Members (working in pairs or as individuals)
13:30 – 1:00 11:45-12:15 12:15-12:45 12:45-1:15	Small group (3-5 persons) interviews should be scheduled for: Parent Leaders <u>Students</u> 6 th Grade Students 7 th Grade Students 8 th Grade Students	Independence Hall (Blue, 2 nd Floor) Independence Hall (Blue, 2nd Floor)	Diagnostic Review Team Members (working in pairs or as individuals)
	Begin review of artifacts and documentation		Diagnostic Review Team Members (working in pairs or as individuals)
2:35-3:35	TJ 101 Family Leader Meeting	Room 106 (Blue) Room 113 (Blue)	

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 <ul style="list-style-type: none"> • Review findings from Monday • Team members working in pairs re-examine indicator ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

TUESDAY

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	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	School and classroom observations		
7:35-8:25 8:35-9:20 9:35-10:20	Language Arts PLCs: 8 th Grade 7 th Grade 6 th Grade	Room 116 (Blue)	
9:30 -10:00	Parent Leaders		
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)
8:00 – 8:30	Educational Recovery Team Members	Room 208	
8:35-9:25 9:30-10:20 10:25-11:15	SBDM Members	Room 234 (Red) Room 306 (Blue) Room 217 (Blue)	
8:00-11:45	Other Leadership	Room 312 (Blue) Room 242 (Red) Room 159 (Red) Room 134 (Red)	
11:30-12:00			

		Phone Conference	
	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 debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations		
8:40-9:20	Rockets Team Behavior PLC	Room 243 (Red)	
1:35-2:20	Explorers Team Academic PLC	Room 257 (Red)	
2:35-3:35	<u>SBDM Committee Meetings:</u> Instructional Focus Safety RAISE Student Activities Staff Motivation	Room 113 (Blue) Library Red Side Room 110 (Blue) Room 106 (Blue) Library Blue Side	
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary Parent Leaders/Parents-TBD	RM 272-Blue TBD	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 <ul style="list-style-type: none"> • Review findings from Tuesday • Team deliberations to determine standards and indicators ratings and begin drafting written report • Powerful Practices and Opportunities for Improvement at the standard level • Improvement Priorities – (assess team members writing assignments to ensure equitable distribution) • Tabulate ELEOT Learning Environment ratings Team member discussion points: <ul style="list-style-type: none"> • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any standards/indicators that are falling below expectations and possible 	Hotel Conference Room	Diagnostic Review Team Members

	<p>causes as well as those exceeding expectations and why.</p> <ul style="list-style-type: none"> • Themes that emerged from the Learning Environment evaluation (ELEOT) including a description of practices and programs that the institution indicated should be in evidence as compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. Individual schools or teachers should not be identified. • (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. 		
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WEDNESDAY

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.	Classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
8:00 – 11:00 a.m. 7:35-8:25 8:35-9:20 9:35-10:20	Classroom and school observations <u>Math PLCs:</u> 8 th Grade 7 th Grade 6 th Grade	Room 113 (Blue)	Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine: <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps 		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members

1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>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.</p> <p>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.</p>		Diagnostic Review Team

About AdvancED

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, along with 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 (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Thomas Jefferson Middle School

Jefferson County Public Schools

1/12/2014 – 1/15/2014

The members of the Thomas Jefferson Middle School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Thomas Jefferson Middle School to continue her roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Thomas Jefferson 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 Thomas Jefferson Middle School.

Principal, Thomas Jefferson Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____