

Report of the Diagnostic Review Team for Thomas Jefferson Middle

1501 Rangeland Road
Louisville
KY 40219
US

Kimberly Gregory
Principal

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Table of Contents

Introduction	4
Results	7
Teaching and Learning Impact	7
Standard 3 - Teaching and Assessing for Learning	8
Standard 5 - Using Results for Continuous Improvement	9
Student Performance Diagnostic	9
Effective Learning Environments Observation Tool (eleot™)	10
eleot™ Data Summary	13
Findings	16
Leadership Capacity	21
Standard 1 - Purpose and Direction	22
Standard 2 - Governance and Leadership	22
Stakeholder Feedback Diagnostic	22
Resource Utilization	24
Standard 4 - Resources and Support Systems	24
Conclusion	26
Addenda	28
Team Roster	28
About AdvancED	30
References	31
Attachments	32

Introduction

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research-aligned AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning and operations.

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning

results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;

- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Thomas Jefferson Middle School hosted a Diagnostic Review from November 15 through 18, 2015. The on-site review involved a six member team who provided their knowledge, skills, and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various email communications to complete the initial intensive study, review, and analysis of various documents provided by the school. The Lead Evaluator and the Co-Lead Evaluator conducted conference calls with the key leaders of

the institution. School leaders planned and conducted the Internal Review thoughtfully and with transparency. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school's Self Assessment and other diagnostics were well organized and easily accessed by the Diagnostic Review Team members.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Thomas Jefferson Middle School for the warm welcome and the professionalism demonstrated throughout the visit. School staff members are commended for their preparations, prompt response to the Team's various requests and commitment to the process.

A total of 136 stakeholders were interviewed and 30 core classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty, and staff were thoughtful in their reflections and open in discussing continuous improvement efforts at Thomas Jefferson Middle School.

Stakeholders were interviewed by members of the Diagnostic Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	9
Instructional Staff	17
Support Staff	26
Students	77
Parents/Community/Business Leaders	7
Total	136

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

Results

Teaching and Learning Impact

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

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.33
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.	2.17
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.83
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.33
3.6	Teachers implement the school's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.67
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.33
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.33

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.33
3.11	All staff members participate in a continuous program of professional learning.	3.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.67

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.83
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	3.00
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.67
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.33
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.	2.33

Student Performance Diagnostic

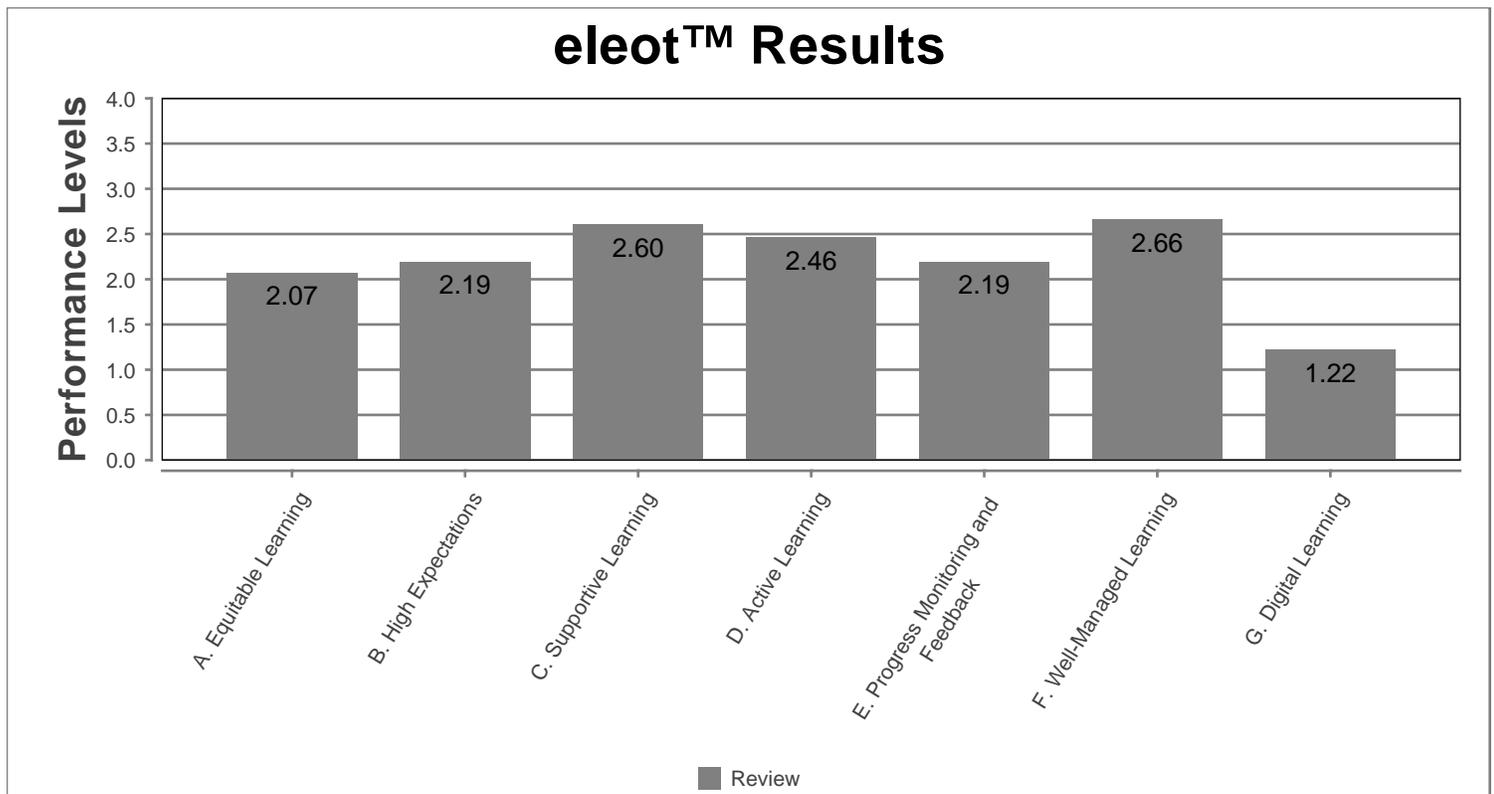
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	4.00
Test Administration	4.00
Equity of Learning	2.00
Quality of Learning	1.20

Effective Learning Environments Observation Tool (eleot™)

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

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



The Diagnostic Review Team conducted 30 classroom observations, which included all core and core intervention classes. The overall eleot™ ratings ranged from 1.22 to 2.66 on a four-point scale. The highest rated was the Well-Managed Learning Environment and the lowest rated was the Digital Learning Environment. Overall, students were well-mannered, communicated respectfully with each other and adults, and seemed to understand the behavioral expectations of the school. Classroom observation data reflects a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive

listeners or observers. Students were well-managed and compliant in the majority of classrooms where listening was the primary learning activity. Instances in which students were exposed to differentiated learning opportunities, high expectations or rigorous course work occurred infrequently. Varied instructional practices were limited and the Team found very few instances in which students were provided differentiated learning tasks and ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. Also apparent was a lack of student understanding about how work would be assessed, frequent formative assessments for learning, and exemplars of high quality work.

The Equitable Learning Environment was rated a 2.07 on a four-point scale. It was evident/very evident in 67 percent of the classrooms students had "equal access to classroom discussions, activities, resources, technology, and support" (A2). In 60 percent of classrooms, it was evident/very evident students knew that the classroom rules and consequences were fair (A3). A leverage point for improvement may be increasing opportunities for students to learn about their own and others' backgrounds/cultures/differences (A4) through classroom content. This item was observed in only three percent of classrooms. Observers detected very few opportunities for students to discuss their perspectives, share life experiences, or reflect with others on their own cultures and differences. It was evident/very evident in 10 percent of classrooms that students experienced "differentiated learning opportunities and activities that meet his/her needs" (A1). The majority of classrooms employed teacher-centered lecture and whole group instruction as the instructional delivery method, which did not make allowances for differentiation. Opportunities for student learning to occur through the use of varied instructional approaches, including individualized/personalized learning, appear to be significant leverage points for improvement in student performance.

The High Expectations Learning Environment was rated a 2.19 on a four-point scale overall, suggesting a need for staff to further examine, define and implement classroom strategies requiring rigor and high expectations. It was evident/very evident in 57 percent of classrooms that students knew and strived "to meet the high expectations established by the teacher" (B1). It was evident/very evident in seven percent of classrooms that students were "provided exemplars of high quality work" (B3), suggesting this powerful strategy is not routinely used to guide student learning. It was evident/very evident in 50 percent of classrooms that students were "asked and responded to questions requiring higher order thinking (e.g., applying, evaluating, synthesizing)" (B5). It was evident/very evident in 33 percent of classrooms that "students were engaged in rigorous coursework, discussions, and/or tasks" (B4). Students "tasked with activities and learning that are challenging but attainable" was evident/very evident in 54 percent of classrooms (B2). Each of these components of the High Expectations Learning Environment represents a leverage point for improvement in instructional practices through the continued refinement and implementation of the coaching and staff development support systems that currently exist at Thomas Jefferson Middle School.

The Supportive Learning Environment received a rating of 2.60 on a four-point scale. It was evident/very evident in 63 percent of classrooms that students took "risks in learning (without fear of negative feedback)" (C3). It was evident/very evident in 70 percent of the classrooms that students that showed a "positive attitude about the classroom and learning" (C2). However, it was evident/very evident in 27 percent of classrooms that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5). Instruction was generally whole group and teacher centered (i.e., lecture). A more

consistent use of varied learning activities, including providing students with small group or individual instruction, appears to be a strategy that could have significant positive impact on student performance and success.

The Active Learning Environment was rated 2.46 on a four-point scale. The item receiving the highest rating in this learning environment was students had "several opportunities to engage in discussions with teacher and other students" (D1), which was evident/very evident in 60 percent of the classrooms and suggested a heavy reliance on teacher-centered instruction as the norm across the school. It was evident/very evident in 47 percent of classrooms that students were "actively engaged in the learning activities" (D3). It was evident/very evident in 37 percent of classrooms that students made "connections from content to real-life experiences" (D2), suggesting opportunities for students to connect their learning to real world experiences are limited.

The Progress Monitoring and Feedback Environment was rated 2.19 on a four-point scale. It was evident/very evident in 50 percent of classrooms that students demonstrated or verbalized "understanding of the lesson/content" (E3). Instances where students were "asked and/or quizzed about individual progress/learning" (E1) and had "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in 33 percent of classrooms. It was evident/very evident in 40 percent of classrooms that students responded to "teacher feedback to improve understanding" (E2). These components are closely associated with formative assessment practices. Students having the opportunity to express their depth of understanding about content and skills typically provides information as to the effectiveness of instructional activities and helps guide future lesson planning. This type of questioning may represent a significant leverage point for improvement in student achievement. Instances in which students understood how their work was assessed (E4) were evident/very evident in 27 percent of classrooms, suggesting that observers infrequently detected the effective use of rubrics or observed students being provided information about grading and evaluating student work.

With a rating of 2.66 on a four-point scale, the Well-Managed Learning Environment received the highest rating of all seven environments. It was evident/very evident in 80 percent of the classrooms that students interacted respectfully with teachers and classmates (F1). It was evident/very evident in over 60 percent of classrooms that students knew "classroom routines, behavioral expectations and consequences" (F5) and generally followed classroom rules and worked well with others in 70 percent of the classrooms (F2). A possible leverage point for improvement may be student collaboration, which was evident/very evident in 53 percent of the classrooms (F4), suggesting infrequent use of student-centered activities and minimal opportunities for students to collaborate or participate in cooperative learning groups.

The Digital Learning Environment received the lowest overall rating of the seven environments with a rating of 1.22 on a four-point scale. There were no instances observed in which students used "digital tools/technology to communicate and work collaboratively for learning" (G3). It was evident/very evident in 7 percent of classrooms students used "digital tools/technology to gather, evaluate, and/or use information for learning" (G1). It was evident/very evident in 3 percent of classrooms students used "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2). This suggests that technology is not being maximized to authentically engage students in their learning.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.50	Has differentiated learning opportunities and activities that meet her/his needs	3.33%	6.67%	26.67%	63.33%
2.	2.77	Has equal access to classroom discussions, activities, resources, technology, and support	10.00%	56.67%	33.33%	0.00%
3.	2.70	Knows that rules and consequences are fair, clear, and consistently applied	13.33%	46.67%	36.67%	3.33%
4.	1.30	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	3.33%	0.00%	20.00%	76.67%
Overall rating on a 4 point scale: 2.07						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.53	Knows and strives to meet the high expectations established by the teacher	6.67%	50.00%	33.33%	10.00%
2.	2.53	Is tasked with activities and learning that are challenging but attainable	6.67%	46.67%	40.00%	6.67%
3.	1.37	Is provided exemplars of high quality work	0.00%	6.67%	23.33%	70.00%
4.	2.20	Is engaged in rigorous coursework, discussions, and/or tasks	6.67%	26.67%	46.67%	20.00%
5.	2.33	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	3.33%	46.67%	30.00%	20.00%
Overall rating on a 4 point scale: 2.19						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.80	Demonstrates or expresses that learning experiences are positive	10.00%	60.00%	30.00%	0.00%
2.	2.83	Demonstrates positive attitude about the classroom and learning	13.33%	56.67%	30.00%	0.00%
3.	2.67	Takes risks in learning (without fear of negative feedback)	6.67%	56.67%	33.33%	3.33%
4.	2.70	Is provided support and assistance to understand content and accomplish tasks	16.67%	36.67%	46.67%	0.00%
5.	2.00	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	10.00%	16.67%	36.67%	36.67%
Overall rating on a 4 point scale: 2.60						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.77	Has several opportunities to engage in discussions with teacher and other students	20.00%	40.00%	36.67%	3.33%
2.	2.10	Makes connections from content to real-life experiences	10.00%	26.67%	26.67%	36.67%
3.	2.50	Is actively engaged in the learning activities	10.00%	36.67%	46.67%	6.67%
Overall rating on a 4 point scale: 2.46						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.20	Is asked and/or quizzed about individual progress/learning	6.67%	26.67%	46.67%	20.00%
2.	2.27	Responds to teacher feedback to improve understanding	6.67%	33.33%	40.00%	20.00%
3.	2.47	Demonstrates or verbalizes understanding of the lesson/content	6.67%	43.33%	40.00%	10.00%
4.	1.87	Understands how her/his work is assessed	6.67%	20.00%	26.67%	46.67%
5.	2.17	Has opportunities to revise/improve work based on feedback	6.67%	26.67%	43.33%	23.33%
Overall rating on a 4 point scale: 2.19						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.90	Speaks and interacts respectfully with teacher(s) and peers	13.33%	66.67%	16.67%	3.33%
2.	2.80	Follows classroom rules and works well with others	13.33%	56.67%	26.67%	3.33%
3.	2.47	Transitions smoothly and efficiently to activities	13.33%	40.00%	26.67%	20.00%
4.	2.47	Collaborates with other students during student-centered activities	16.67%	36.67%	23.33%	23.33%
5.	2.67	Knows classroom routines, behavioral expectations and consequences	13.33%	46.67%	33.33%	6.67%
Overall rating on a 4 point scale: 2.66						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.37	Uses digital tools/technology to gather, evaluate, and/or use information for learning	3.33%	3.33%	20.00%	73.33%
2.	1.17	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	3.33%	0.00%	6.67%	90.00%
3.	1.13	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	0.00%	13.33%	86.67%
Overall rating on a 4 point scale: 1.22						

Findings

Improvement Priority

Maximize existing structures and systems (e.g., Professional Learning Communities, planning coaches, TJ101) to further refine instructional strategies to create rigorous learning opportunities and environments for all students. The instructional strategies should include research-based, high-yield strategies implemented school-wide with consistency and fidelity. Critical to this priority are the essential practices of differentiation, student collaboration, self-reflection, critical thinking, making connections to real-life experiences, and effective student use of technology.

(Indicator 3.2, Indicator 3.3)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggest that instructional strategies have not resulted in consistent improved instruction and improved levels of student success. The school did not meet its Annual Measureable Objective goal in 2012-2013 and 2014-2015. All tested areas decreased in the percentage of students scoring proficient or distinguished, with the exception of language mechanics, from 2013-2014 to 2014-2015. In addition, student performance is significantly below state average in all areas, which has been a trend since 2011-2012. The 2015 assessment results demonstrated that 23 percent of students performed at the proficient or distinguished levels in reading while 48 percent of students performed at the novice level. Additionally, 21 percent of students performed at the proficient or distinguished levels in math while 35 percent of students performed at the novice level.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggest the school does not consistently implement high-yield instructional strategies across content areas and grade levels. Ten percent of classrooms clearly exhibited “differentiated learning opportunities and activities” while 27 percent of classrooms “provided additional/alternative instruction and feedback at the appropriate level of challenge for student needs.” Additionally, three percent of classrooms demonstrated “ongoing opportunities to learn about their own and others’ backgrounds/cultures/differences.” Furthermore, in 33 percent of classrooms students were clearly “engaged in rigorous coursework, discussion, and/or tasks.” Forty-seven percent of students were “actively engaged in learning activities,” and 37 percent of students participated in “activities which made connections to real –life experiences.”

While the school has documented evidence of continuous assessment practices, classroom observation data reveal somewhat limited use of formative assessment practices. For example, 33 percent of students were “asked and/or quizzed about individual progress/learning” and 27 percent of students “understand how her/his work is assessed.” Finally, in 33 percent of classrooms it was evident/very evident that students had “opportunities to revise/improve work based on feedback.”

The use of technology tools indicated that only seven percent of students use “digital tools/technology to gather, evaluate, and/or use information for learning” and three percent “conduct research, solve problems, and/or create original works for learning.” Classroom observation data revealed no evidence that communication and collaborative work for learning through digital means occurs.

Stakeholder Survey Data:

Stakeholder feedback data indicate 82 percent of parents and 91 percent of students agreed/strongly agreed that their children’s “teachers use a variety of teaching strategies and learning activities,” and 73 percent of parents agreed/strongly agreed that their children’s “teachers meet his/her learning needs by individualizing instruction.” Furthermore, 75 percent of students agreed/strongly agreed that all of their teachers modify their practices to meet student learning needs, suggesting that differentiation is not a consistent practice in all classrooms.

Ninety-two percent of staff agreed/strongly agreed that “all teachers use multiple types of assessments to modify instruction and to revise the curriculum” while 82 percent of parents agreed/strongly agreed that their child “is given multiple assessments to measure his/her understanding of what was taught.”

Seventy-nine percent of parents agreed/strongly agreed that “all of my child’s teachers give work that challenges my child” while 90 percent of students agreed/strongly agreed that “my school provides me with challenging curriculum and learning experiences,” which suggests that the level of challenge and rigor is not consistent across all classrooms.

Stakeholder Interviews:

Interview data reveal that some teachers understand and feel comfortable using differentiated instructional practices in their classrooms. In addition, teachers generally could not articulate a clear understanding of differentiated practices. Student interview data also indicate that teachers do not consistently modify or personalize instruction based on student needs.

Review of Documents and Artifacts:

A review of meeting agendas and minutes, protocols, assessments and walkthrough data did not reveal the use of research-based, high-yield instructional strategies, differentiation practices and consistent, schoolwide student use of technology that can lead to improved student achievement.

Improvement Priority

Refine, support, and monitor the effectiveness of a schoolwide “instructional process” to ensure 1) students are clearly informed of learning expectations and standards of performance, 2) teachers use exemplars of high quality student work to further communicate learning/high expectations, 3) teachers use formative assessment practices to inform the ongoing modification of instruction and 4) students are provided specific and immediate feedback about next steps in their learning.

(Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the School Report Card and an attachment to this report, do not suggest that an instructional process is systematically implemented which ensures learning expectations are clearly communicated, formative assessment practices are consistently applied to monitor student learning and guide the modification of instruction.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, reveal that equitable and challenging learning experiences with clear performance expectations for all students are limited. It was evident/very evident in 10 percent of classrooms that students experienced “differentiated learning opportunities and activities that meet his/her needs.” It was evident/very evident in seven percent of classrooms that students were “provided exemplars of high quality work,” suggesting this powerful strategy is not routinely used to guide student learning. It was evident/very evident in 50 percent of classrooms that students demonstrated or verbalized “understanding of the lesson/content.” Instances where students were “asked and/or quizzed about individual progress/learning” and had “opportunities to revise/improve work based

on feedback” were evident/very evident in 33 percent of classrooms. Instances in which students understood how their work was assessed were evident/very evident in 27 percent of classrooms.

Stakeholder Survey Data:

Ninety-one percent of teachers agreed/strongly agreed with the statement “all teachers in our school provide students with specific and timely feedback about their learning.” However, only 66 percent of administrators agreed/strongly agreed with the same statement, indicating that this practice is not consistently applied throughout the school.

Stakeholder Interviews:

In interviews, teachers and administrators indicated that all teachers were working with planning coaches on strengthening high yield instructional strategies. During interviews, students indicated that teachers were inconsistent in varying instructional strategies to meet individual student learning preferences. Students indicated hands-on learning and cooperative problem solving activities were used in few classrooms.

Review of Documents and Artifacts:

Review of documents (e.g., lesson plans, professional learning community protocols, plans and procedures for TJ101, 2015-2016 professional development focus, walkthrough templates and data, Fundamental 5 data) provided evidence that high-yield instructional strategies were a goal for the school; however, data collected during classroom observations and stakeholder interviews indicated that high-yield instructional strategies were inconsistently implemented throughout classrooms.

Powerful Practice

Thomas Jefferson Middle School created powerful systems to induct, mentor, and support all teachers through the implementation of the planning coach model and teacher induction program (TJ101). TJ101 was developed to focus on topics pertinent to beginning teachers and teachers new to Thomas Jefferson Middle School such as writing clear and 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 and is currently a sustainable practice. In addition, Thomas Jefferson Middle School provides Planning Coaches for each teacher. Planning Coaches are veteran content teachers who serve as instructional coaches that provide feedback on effectiveness, conduct walkthroughs, model/co-plan/co-teach as needed. The Planning Coaches collaborate with teachers to plan and analyze data.

(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Teachers and administrators described the planning coach model and TJ101 as clearly defined systems of support that intentionally provide assistance for effective teaching and learning processes and practices. A review of documents (e.g., agenda, minutes and protocols for various professional learning community and TJ101 meetings) and interviews revealed that teachers receive strategic coaching from veteran teachers through these support systems. Teachers reported gaining meaningful, ongoing mentoring and support through face-to-face coaching and specific feedback given from walkthrough observations focusing on the specific areas within the driving force of “Keeping it R.E.A.L.” (Relationships, Engagement, Assessment, Learning). Teachers and administrators were able to articulate the value of these systems and explain how they promote continuous improvement in teachers’ professional practice.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.17
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.67

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.83
2.2	The governing body operates responsibly and functions effectively.	2.83
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.	3.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.83
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.83
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.83

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

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

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

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.17
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.83
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.83
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.83

Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.83

Conclusion

Thomas Jefferson Middle School has powerful systems in place to induct, mentor and support all teachers. The implementation of a strong Professional Learning Community (PLC) structure with detailed protocols, embedded professional development and a system for teachers to provide feedback for improving implementation was evident. The PLC structure includes the Resource Teacher PLC, Content PLC, Rigor PLC and Academic/Behavior PLC, which are intertwined and implemented seamlessly. Review of documents (e.g., PLC protocols, agendas, minutes), staff survey results, staff interviews and observations of four Content PLCs and six Rigor PLCs confirmed the effective implementation of the PLC structure. In addition, administrator and staff interviews revealed certified staff are supported and practices are positively influenced through the implementation of the planning coach model and teacher induction program TJ101. TJ101 was developed to focus on topics pertinent to beginning teachers and teachers new to Thomas Jefferson Middle School 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 and is currently a sustainable practice. In addition, Thomas Jefferson Middle School provides Planning Coaches for each teacher. Planning Coaches are veteran content teachers who serve as instructional coaches that provide feedback on effectiveness, conduct walkthroughs, model/co-plan/co-teach as needed. The Planning Coaches collaborate with teachers weekly in content PLCs and Rigor PLCs to plan, analyze student work, discuss instructional strategies and analyze data based on the specific areas within the driving force of "R.E.A.L." (Relationships, Engagement, Assessment, Learning).

The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning. All staff members at Thomas Jefferson Middle School are committed to a safe and caring learning environment that serves all students. Evidence of a Well-Managed Learning Environment with a system for all transitions and movement within the building, protocols for escorting students throughout the building, efficient and friendly arrival and departure protocols and an intentional focus on building caring relationships was a strength noted by the Team. In addition, the Student Resource Team identifies and provides resources for the overall well-being of students. Interviews with all stakeholder groups confirmed that a shared purpose and trust exists among all members of the school community as they work as a team to ensure student success. The school has created a culture of shared responsibility for student achievement that places what is best for students at the center of school decision-making.

The school engages families in their children's education, strengthening relationships between the school and home. Teachers, staff and school leadership involve parents in parent - teacher conferences and family engagement nights to help their children succeed in school. Evidence indicated that a system exists for monitoring teacher to parent contact. It was evident that the school's focus on connecting with parents more frequently serves as a foundation for partnering with students' families to foster the academic, intellectual, social and emotional growth and development of each student.

Student data notebooks have been implemented this year where students maintain data from assessments. Students review the data in their notebooks with teachers, administrators and counselors to set goals, and

monitor progress their own. An additional step would be to develop strategies for students to explain and share their data, goals and progress with parents on a regular basis.

Even though Thomas Jefferson Middle School has strong systems to support teachers and students, student achievement data has not improved. The Team recognized the need for continued improvement in the area of teaching and learning and have identified Improvement Priorities to address this need.

Improvement Priorities

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

- Maximize existing structures and systems (e.g., Professional Learning Communities, planning coaches, TJ101) to further refine instructional strategies to create rigorous learning opportunities and environments for all students. The instructional strategies should include research-based, high-yield strategies implemented school-wide with consistency and fidelity. Critical to this priority are the essential practices of differentiation, student collaboration, self-reflection, critical thinking, making connections to real-life experiences, and effective student use of technology.
- Refine, support, and monitor the effectiveness of a schoolwide “instructional process” to ensure 1) students are clearly informed of learning expectations and standards of performance, 2) teachers use exemplars of high quality student work to further communicate learning/high expectations, 3) teachers use formative assessment practices to inform the ongoing modification of instruction and 4) students are provided specific and immediate feedback about next steps in their learning.

Addenda

Team Roster

Member	Brief Biography
Dr. Maria D. Sells	<p>Dr. Maria Sells is currently the Associate Director of Education Improvement for the AdvancED Innovation Division. Prior to working with AdvancED, Dr. Sells was the Assistant Superintendent for New Castle Community School Corporation in New Castle, Indiana. Her experiences as a central office and building level administrator in Indiana include elementary, middle, and high schools in both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education.</p>
Mrs. Julia Marie Rawlings	<p>Julia Rawlings is currently the Educational Recovery Director for the Kentucky Department of Education. In this role, her primary responsibility is to work collaboratively to support priority schools in the East Region by developing partnerships with universities, educational agencies, and external stakeholders.</p> <p>Prior to work with the Kentucky Department of Education, Mrs. Rawlings was a central office administrator for Fleming County Schools, a rural school district in north eastern Kentucky. Her duties included Title 1, Limited English Proficiency, Preschool, and Curriculum/Assessment/Instruction. Mrs. Rawlings has also served as a state science consultant and a high school classroom science teacher.</p>
Mr. Ken Bicknell	<p>Ken Bicknell has an undergraduate degree in education with a science and language arts emphasis. He has graduate degrees in school counseling and school leadership. He also has a superintendent certification. Ken has served as a teacher, counselor, assistant principal, and principal. Ken now serves as an Educational Recovery Leader for the Kentucky Department of Education. Ken has a belief statement that he believes reflects his professional and personal life. The belief statement is, "I believe it is my responsibility to focus on helping others learn, achieve and succeed."</p>
Dr. Michael Dewayne Dailey	<p>Dr. Michael D. Dailey is the Associate Director for Student Achievement and Support. Specifically, Dr. Dailey leads and guides Federal, State, and Magnet Programs for Fayette County Public Schools. The services offered through the aforementioned office include Gifted/Talented and English Language Learning Services, World Language Programs, Magnet and Special Academic Programs, as well as the facilitation of the Migrant Education Program Services. Michael joined the Fayette County Public School family after 13 years at the Kentucky Department of Education where he served in various roles including but not limited to: Director of Next Generation Professionals, Achievement Gap Coordinator, Project lead for closing the achievement gap initiative, and the Coordinator of the Instructional Technology Leadership Program.</p>
Mrs. Lesia M Eldridge	<p>Ms. Eldridge has been a teacher of French and social studies in Nicholas County, Ashland Independent, and Fleming County at both the high school and middle school level. Since leaving the classroom, she has served as middle school assistant principal, district curriculum resource specialist, and middle school principal. She currently serves as Fleming County Schools' instructional supervisor and district assessment coordinator.</p>

Member	Brief Biography
Mike York	<p>Mr. York has served public education for 26 years in multiple schools as well as at the district and state levels in Kentucky and for the US Department of Defense in London, England. He has served as a classroom math and science teacher in both middle and high school, district achievement coach, district technology integration specialist, and as an effectiveness coach at the state department of education. He is certified in math, chemistry, physics in high school and math and general science at the middle school level. He earned A.S and B.S. degrees at Eastern Kentucky University, and M.Ed. at Oxford Brookes University, England and a Rank 1 Certification at University of Louisville.</p>

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Attachments

The following attachments have been included in this report.

1. Student Performance Team Worksheet- Final
2. Stakeholder Survey Plus/Delta- Final
3. Diagnostic Review Team Schedule- Final
4. Leadership Assessment Addendum- Final

Middle School Student Performance Data Template

School Name: **Thomas Jefferson Middle School**

School Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal
2014-2015	48.6	49.6	48.6	No	Yes
2013-2014	46.9	47.9	48.8	Yes	Yes
2012-2013	36.4	37.4	37.3	No	Yes

Plus:

- Met Participation Rate for each of three years
- Met Annual Measurable Objective in 2013-2014

Delta:

- Did not meet Annual Measurable Objective Goal in 2012-2013 or 2014-2015

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessment at the School and in the State (2011-2012, 2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading	22.1	46.8	23.0	51.1	23.9	53.2	23.0	53.8
Math	13.0	40.6	19.9	40.7	21.3	44.8	20.6	42.8
Science	29.2	61.8	29.0	61.2	23.0	64.2	N/A	N/A
Social Studies	35.1	58.6	33.6	59.2	31.1	59.4	24.5	58.6
Writing	18.0	41.4	15.2	43.4	13.7	43.7	12.5	39.2
Language Mech.	12.1	38.4	12.1	43.8	13.3	40.3	18.9	46.1

Plus:

- Language mechanics shows an upward trend for percentage of students scoring at proficient or distinguished over a four-year period beginning with the 2011-2012 school year.

Delta:

- All areas dropped in the percentage of students scoring at proficient or distinguished, with the exception of language mechanics, from 2013-2014 to 2014-2015.
- Scores fall significantly below state average in all areas, which has been a trend since 2011-2012.

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	28.5	21.8	No	27.0	21.5	No
Reading	30.7	23.0	No	29.1	22.8	No
Math	26.3	20.6	No	24.9	20.2	No
Science						
Social Studies	40.0	24.5	No	37.8	24.4	No
Writing	24.0	12.5	No	23.2	12.1	No

Plus: n/a

Delta:

- School did not meet the proficiency delivery target for percent of proficient or distinguished in any tested areas in 2014-2015.
- School did not meet the gap delivery target for percent of proficient or distinguished in any tested areas in 2014-2015.

2014 – 2015 Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State							
English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
25.7	60.7	4.5	31.6	10.4	39.5	1.9	15.3

Plus: n/a

Delta:

- Percentages of students meeting benchmarks on EXPLORE at the school fall significantly below state averages in all areas tested.

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.00	1.86	1.89	1.90	7.7	Needs Improvement
Practical Living	1.93	2.17	1.89	2.25	8.2	Proficient
Writing	2.11	2.13	2.11	2.14	8.5	Proficient

Plus:

- The school scored at the proficient level for program reviews in the areas of practical living and writing in 2014-2015.
- For arts and humanities, the highest scored area was curriculum and instruction, with a score of 2.00 out of a possible 3.00.
- For practical living, the highest scored area was administrative and leadership support, with a score of 2.25 of a possible 3.00.
- For writing, the highest scored area was administrative and leadership support, with a score of 2.14 out of a possible 3.00.
- In writing, in all four components, all scores were greater than 2.10.

Delta:

- The school scored at the needs improvement level for program reviews in the area of arts and humanities in 2014-2015.

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

Teaching and Learning Impact

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

1. There is a strong agreement among parents (90.66 percent) that my child knows the expectations for learning in all classes.
2. There is a strong agreement among students (97.44 percent) that my school gives me multiple assessments to check my understanding of what was taught.
3. There is strong agreement among students (93.77 percent) that all of my teachers explain their expectations for learning and behaviors so I can be successful.
4. There is limited agreement among students (79.78 percent) that my school prepares me to deal with issues I may face in the future.
5. There is limited agreement among staff (79.52 percent) that in our school personnel regularly engage families in their child's learning progress.
6. There is limited agreement among parents (76.22 percent) that all of my child's teachers help me to understand my child's progress.
7. There is limited agreement among parents (79.24 percent) that our school shares responsibility for student learning with its stakeholders.
8. There is limit agreement among parents (79.17 percent) that all my children's teachers provide an equitable curriculum that meets his/her learning needs.

Delta:

1. There is limited agreement among parents (72.43 percent) that all of my child's teachers keep me informed regularly of how my child is being graded.
2. There is limit agreement among parents (79.17 percent) that all my children's teachers provide an equitable curriculum that meets his/her learning needs.
3. There is limited agreement among students (74.54 percent) that all my teachers change their teaching to meet my learning needs.

Leadership Capacity

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

1. There is a strong agreement among staff (97.59 percent) that in our school there is a formal process in place to support new staff members in their professional practice.
2. There is strong agreement among staff (96.71 percent) that our schools leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
3. There is strong agreement among staff (97.80 percent) that our school's leaders expect staff members to hold all students to high academic standards.
4. There is strong agreement among staff (97.59 percent) that in our school all staff members participate in continuous professional learning based on the identified needs of the school.
5. There is a strong agreement among students (93.44 percent) that in my school the purpose and expectations are clearly explained to me and my family.

Delta:

1. There is an absence agreement among parents (68.62 percent) that our school's governing body does not interfere with the operation or leadership of our school.
2. There is limited agreement among parents (74.41 percent) that our school's purpose statement is formally reviewed and revised with involvement from parents.

Resource Utilization

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

1. There is strong agreement among students (96.00 percent) that in my school programs and services are available to help me succeed.
2. There is limited agreement among parents (77.78 percent) that our school ensures the effective use of financial resources.

Delta:

1. There is an absence of agreement among students (39.75 percent) that in my school, students respect the property of others.
2. There is absence of agreement among students (58.42 percent) that in my school, the building and grounds are safe and clean and provide a healthy place for learning.

Diagnostic Review Team Schedule

Thomas Jefferson Middle School

Sunday, November 15, 2015

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Team Members
5:30 p.m. – 6:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Team Members
6:30 p.m. – 7:30 p.m.	Principal's Overview Presentation	Hotel Conference Room	Team Members & Principal
7:45 p.m. – 9:30 p.m.	Team Work Session #1 <ul style="list-style-type: none"> Review initial indicator ratings for all indicators Review team schedule and individual team member responsibilities Review classroom observations and interview schedule Prepare questions for principal & stakeholder interviews 	Hotel Conference Room	Team Members

Monday, November 16, 2015

Time	Event	Where	Who
6:45 a.m.	Team departs from hotel	Hotel	Team Members
7:05 a.m.	Team arrives at school	School Office	Team Members
7:05 a.m.– 7:30 a.m.	Team sets up in workroom	Team Workroom	Team Members
7:30 a.m. – 1:25 p.m.	Classroom Observations, Stakeholder Interviews	Team Workroom/Classrooms/ Conference Room	Team Members
1:30 p.m. - 2:05 p.m.	Lunch /Stakeholder Interviews	Team Workroom/ Classrooms	Team Members
2:10-3:30 p.m.	Stakeholder Interviews	Team Workroom/Classrooms/ Conference Room	Team Members
3:30- 5:30 p.m.	Team members return to hotel / dinner		Team Members
3:30 – 5:30 p.m.	Lead and Associate Lead interview KDE ER Staff	Hotel Conference Room	Lead and Associate Lead Evaluators
5:30-9:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review cleot™ observations & results Reflect on data, observations, and interviews Review individual second ratings for indicators Discuss, determine & draft potential Improvement Priorities with supporting data 	Hotel Conference Room	Team Members

Tuesday, November 17, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
7:25 a.m.	Team arrives at school	Team Workroom	Team Members
7:05 a.m. – 1:05 p.m.	Review of documents and artifacts Common area observations Stakeholder Interviews Classroom Observations	Team Workroom, Classrooms & Conference Room	Team Members
1:05 p.m. – 1:30 p.m.	Lunch & Team Debrief	Team Workroom	Team Members
1:30 p.m. – 3:30 p.m.	Review of documents and artifacts Common area observations Stakeholder Interviews	Team Workroom, Common Areas & Conference Room	Team Members
3:30 p.m. – 4:00 p.m.	Travel back to hotel		Team Members
4:00 p.m. – 7:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> • Reflections • Determine individual final ratings for standards and indicators • Review eleot™ observation results • Review documents and artifacts • Finalize Improvement Priorities & Powerful Practices • Write evidence for each • Review Leadership Assessment Addendum 	Hotel Conference Room	Team Members
7:30 p.m. – 9:30 p.m.	<ul style="list-style-type: none"> • Learning environment narratives • Leadership Assessment Addendum • Draft conclusion prompt responses 	Hotel Conference Room	Lead and Associate Lead Evaluators

Wednesday, November 18, 2015

Time	Event	Where	Who
6:45 a.m.	Check out of hotel and departure for school	Hotel	Team Members
7:15 a.m. – 9:00 a.m.	<ul style="list-style-type: none"> • Review and edit evidence for Improvement Priorities • Review and edit learning environment summaries • Review and edit Leadership Assessment Addendum • Review and edit responses for conclusion 	Team Workroom	Team Members
9:00 a.m. – 10:00 a.m.	<ul style="list-style-type: none"> • Team concludes work at school site • Return to hotel and prepare plus / deltas for meeting with Kentucky Department of Education 	Hotel Conference Room	Team Members
10:00 a.m.-11:00 a.m.	<ul style="list-style-type: none"> • Kentucky Department of Education Leadership Determination Session 	Team Workroom	Diagnostic Review Team Members & Kentucky Department of Education



2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities from the 2013-2014 Diagnostic Review or Progress Monitoring Visit for Thomas Jefferson Middle School.

Improvement Priority 1

Indicator 1.1	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
	1	3	3

1.1 Improvement Priority (2013-14) 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.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	✓	✓
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Instructional Improvement Committee Minutes • R.E.A.L. Walkthrough Instrument> developed by teachers • Fundamental 5 Initiative • In-House Stakeholder Surveys/Results • SBDM Minutes • School Purpose, Review, Revision, Communication Policy • R.E.A.L. Walkthroughs Completed • Resource Teacher/Teacher R.E.A.L. Action Plans • 30/60/90 Plan on School Purpose • Parent Advisory Group Meeting Minutes • Student Support Team Minutes • Stakeholder Communication Plan • Student Support Team Services Flowchart • CSIP

- AdvancEd Survey Data
- Student PRIDE lessons

School Supporting Rationale: In 2013-14, school leadership in conjunction with the then KDE ER team, developed a professional development initiative on the school's mission to promote student-centered excellence. The PD Initiative became known as Living the Vision, recognized as a Best Practice by KDE, and was developed with the intention to unify resource and classroom teachers understanding of what a student-centered classroom looks like and implement strategies to achieve it. At the time, it also served as a soft rollout of the new PGES evaluation system to develop greater understandings of the Danielson Framework. An instructional continuum was developed using components of the framework that reflected the focus of TJMS' work at the time: objectives, feedback, and engagement. Using this reorganized framework, teacher performance on various indicators could be measured. Once results of the diagnostic in 2014 were reviewed, school leadership and SBDM revisited the school mission/vision statements and sought stakeholder feedback via surveys on the statements, as well as teacher input, and concluded that the statements were still reflective of the school's vision; however the purpose of the school needed to become more formalized and clear. Leadership simultaneously was seeking a way to continue using the Living the Vision Continuum, without it being perceived to be evaluative as the Danielson Framework had now become the certified evaluation plan for teachers. Selected teachers were asked to participate in creating walkthroughs around the acronym of R.E.A.L., (Relationships, Engagement, Assessment, and Learning Objectives) to build upon the work from the Living the Vision initiative. The SBDM Instructional Improvement Committee was also engaged in the process of working on developing a more formalized purpose statement for the school. All of these practices ultimately resulted in the formulation of the school purpose at Thomas Jefferson becoming *Keeping it R.E.A.L.* as this embodied the overall purpose of improving student learning by ensuring student-centered instruction in classrooms, which is also reflective of the school's mission/vision. External stakeholder support was also sought through surveys, which indicated strong support of adoption of Keeping it R.E.A.L. as the school's purpose. To formalize our purpose and ensure that is regularly reviewed and communicated, the Instructional Improvement Committee presented the School Purpose policy and the policy was approved. Additionally, a 30/60/90 plan was developed to provide focus and ensure full implementation of the policy. Ongoing feedback has been garnered from parents through our 6th grade camp, Orientation, and our differentiated Open House event, as well as from the Parent Advisory Group. All feedback shows favorable support for our school's purpose of Keeping it R.E.A.L. and to date, 2,182 R.E.A.L. walkthroughs have been conducted on 49 classroom teachers. All classroom teachers developed R.E.A.L. action plans in 2014-15 that were created in collaboration with their Planning Coach as well to ensure that the school's purpose is visibly evident within classroom instructional practices. These action plans are now reflective of the Fundamental 5 initiative that has further developed our purpose with these two aligned initiatives establishing a continual improvement process of using walkthrough data to create action plans in order to improve teacher effectiveness.

Team Evidence:

- Open House agenda
- School Based Decision Making (SBDM) Council meeting minutes (5/4/15, 6/1/15, 10/5/15)
- School Purpose Review, Revision, and Communication Policy (adopted 7/13/15)
- Student Handbook 2015-2016 (page 1 Purpose)
- Thomas Jefferson (TJ) Communication Plan
- Tom Sawyer Agenda (Relationships)
- Stakeholder Interviews
- Stakeholder Survey results
- 30/60/90 Day School Purpose Plan
- Instructional Improvement Committee (IIC) minutes (10/14/14, 1/13/15, 4/28/15)
- Staff Retreat Agenda (8/13/15)
- Opening Day Agenda 2015-16
- Parent Advisory (9/10/15, 10/15/15)

<ul style="list-style-type: none"> • Parent Liaison Brochure • Staff Retreat sessions • Rockets Team Webpage examples • School Facebook page • Diagnostic Review required school documents
<p>Team Supporting Rationale: Stakeholders further articulated a consistent process to review, revise, and communicate the school's purpose. The process included participation by stakeholders in a feedback and data gathering effort before recommended changes were submitted to the School Based Decision Making Council for approval. The team determined the communication of the school's purpose for student success has been addressed satisfactorily. Support for this determination includes stakeholder interviews, review of policy documents as well as the approved school purpose statement. The team further confirmed the implementation of a comprehensive process to communicate the purpose for school and student success. Stakeholder interviews supported widespread knowledge, understanding, and early application of the school's purpose, "Keeping it R.E.A.L."</p>

Improvement Priority 2

Indicator 1.3	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
	2	3	3

1.3 Improvement Priority (2013-14)	School Self- Rating	Team Rating
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.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	✓	✓
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • In-House Stakeholder Surveys/Results • KTIP Leadership Projects focused on Increased External Stakeholder Collaboration • SBDM Minutes • Creation of Parent Liaison Position • 30/60/90 Plan on Stakeholder Engagement • 30/60/90 Plan on Academic Intervention • 30/60/90 Plan on Behavior Intervention

- School Purpose, Review, Revision, Communication Policy
- 30/60/90 Plan on School Purpose
- Student Support Team Minutes
- Student Support Team Events/Initiatives
- Student Support Team Services Flowchart
- Student Support Team Responsiveness to surveys
- Parent Advisory Group Meeting Minutes
- Stakeholder Communication Plan
- Science Fair
- Career Fair
- Instructional Improvement Committee Minutes
- CSIP
- ILT Minutes
- Data Notebooks
- Student PRIDE lessons
- Reinvented Magnet Field Experiences Component
- Parent Portal/Parent contacts
- AdvancEd Survey data
- Comprehensive School Survey Data

School Supporting Rationale: School leadership implements a systematic continuous improvement process in which all stakeholder groups are engaged for the improvement of student learning and on conditions that support student learning. The leadership team intentionally focuses efforts partnering with external stakeholders towards ownership of the school purpose. There was a purposeful leveraging of the KTIP Leadership projects of the school's 8 KTIP interns in 2014-15 to create more impactful experiences for external stakeholders. The focus on each project was individualized for the intern, but with the overall objective of engaging parents in the learning experiences of their students and building ownership of the school's purpose. Projects included events such as Rockets Family Night, Science Fair, and Audio Family History/Storytelling. Efforts were also concentrated by the Student Support Team, which includes both counselors, YSC Coordinator, and the Life Coach (Mental Health Counselor), to provide parent nights more frequently that focused on topics of more interest for families, such as Transition Night, Zumba, Career Fair, and mini-showcase, and to seek out opportunities for feedback regarding the purpose of the school to ensure collaboration. The Student Support Team was recently charged by SBDM to work with the Parent Advisory Group on creating a policy on Student and Family Support Services. School leadership also engages families in their child's learning progress in multiple ways to ensure that they stay informed of their child's progress through the implementation of Infinite Campus, utilizing the state-provided online gradebook, and the Parent Portal feature, which allows parents and students to access grades, attendance, health information, and teacher contact information. With the creation and implementation of the SBDM Gradebook and Communication of Student Learning Policy, teachers' gradebooks are reviewed weekly by administration and feedback provided. The skills/standards are listed in the assignment portion of the gradebook in an effort to provide more clarity for parents when reviewing their child's progress, thus increasing their knowledge of components of our school purpose. One of the main priorities of the Academic Counselor is to ensure the of the school-created CAP's (Corrective Action Plan) process is followed and successfully implemented, which includes parent contact be documented in IC. The Academic Assistant Principal also oversees Course Recovery and makes personal contact with all parents so that they remain informed and engaged as partners in the achievement of their students and apprised of their own child's experience with our school purpose. School leadership also continues to use and increase its utilization of social media at both the district and school level, with Twitter and Facebook pages being developed and maintained, as well as maintaining Customer Service Phone calls, Positive phone calls by teachers, our eChalk generated website, as well as parent contacts, which exceed 4600 to date. The requirement of conferencing with a minimum of 20% of parents/families on Parent/Teacher conference day was also given as an expectation of teachers by administration to reflect the AdvancEd parent survey expectation. The focus on stakeholder involvement has also been supported by the SBDM in collaboration with school leadership with the creation of the in-

house Parent Liaison position, which was added to concentrate efforts on expanding engagement with parents. She was charged with the creation, development, and implementation of a 30/60/90 plan focused on Stakeholder Engagement, which is reviewed by leadership and SBDM to monitor progress. This position has already yielded results, as 40% of all parents in attendance at Open House voted for in our SBDM Parent elections, with 15 parents on the ballot, which is unprecedented. The Parent Liaison position has also garnered parent engagement with the implementation of a parent round-table, engaging parents in informational gatherings that targets what parents say they need, while also developing parent leadership and training so that parents working as leaders can provide training for other parents as needed. Feedback from parents is also continually solicited by the Student Support Team at parent events and responsive plans made accordingly. For example, survey feedback indicated a need to have a more purpose-driven Open House rather than the traditional format. As a result of surveys, the Student Support Team, along with leadership, revamped the entire format, providing differentiated programming for each grade level following the whole group meeting. External stakeholders, to include Walden Theater, Adelante, university partners, etc. are also surveyed for feedback regarding our school's purpose to ensure collaboration. Additionally, in our newly revised magnet program, and based upon sessions attended by the Digital/Global Leadership Steering Committee, a field experiences component within the magnet program was added to provide students the opportunity to collaborate with external stakeholders in relevant, meaningful ways during their 3rd and final year in their chosen magnet pathway. While this initiative is not yet operational, plans are currently underway as the DGL Steering Committee, as well as the DGL department, are already soliciting external partners for this experience for the students as we prepare for those in the 6th grade to be ready for these experiences in the next 2 years. Other external stakeholders, such as our KDE Educational Recovery Specialist for Math, KDE Educational Recovery Specialist for Literacy, our Regional Assistant Superintendent, and our Regional Evaluation/Transition Coordinator have also collaboratively built ownership of our school's purpose with conducting walkthroughs, attending leadership meetings, providing feedback, and/or serving as Planning coaches. The strategies that have been implemented thus far regarding the collaborative work around our school purpose are recognized within our survey results. Moving forward, feedback will continue to be sought and results analyzed by leadership in order to build upon the foundation that has been established to strengthen our work around this priority.

Team Evidence:

- Coaching calendar review
- Instructional Improvement Committee (IIC) minutes (10/14/14, 1/13/15, 4/28/15)
- Resource Team (RT) Roles Responsibility coaching
- Open House Agenda 2015-16
- Opening Day agenda 2015-16
- Parent Advisory 9/10/15
- Parent, Teacher, Student Association Agenda 9/2015
- 30/60/90 Day plans (School Purpose, Academic Interventions, Stakeholder Engagement, Rigor)
- Corrective Action Plan process
- Data notebook samples
- Enrichment class breakdown
- Improvement Plan for Parent Liaison Services
- One Voice, One Vision – Jefferson County
- Stakeholder feedback Instructional Leadership Team (ILT) (8/2015, 9/2015)
- 2014-15 Thomas Jefferson Middle School (TJMS) Comprehensive School Improvement Plan (CSIP)
- Stakeholder survey results
- Stakeholder interviews
- Diagnostic Review required school documents

Team Supporting Rationale:

Parents expressed an understanding of the school’s purpose and direction during interviews. Parents also explained how communication was frequent from the school for not only concerns about students, but also for positive communication about students. Stakeholder groups commented on social media communication as well as written communication in the form of letters from the school. Parents indicated that they used the parent portal to check their child’s grades. Parents were able to explain an understanding of the governing body of the school and how the governing body worked with the school. Documentation indicated a new program for parents to have a platform for two-way communication with the school in the form of roundtable meetings. In interviews, parents were able to discuss the purpose of the roundtable. School Based Decision Making Council minutes, as well as 30-60-90 day plans gave evidence of stakeholders being part of the development of the school’s purpose statement.

Improvement Priority 3

Indicator 3.3	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
	2	3	2

3.3 Improvement Priority (2013-14) 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.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	✓	
This Improvement Priority has been partially addressed.		✓
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- Content PLC minutes/Common Assessments & Rubrics developed therein
- Content PLC Protocols
- Resource Teacher PLC
- Resource Teacher Rigor Training
- Rigor PLCs>> student products brought to PLC by teachers
- R.E.A.L. Walkthroughs
- Resource Teacher/Teacher R.E.A.L. Action Plans
- Planning Coach process/Coaching Calendars
- The Fundamental 5 Initiative>> Book Study; Retreat agendas; “Just in Time” Individualized PD;

PD agendas

- The Fundamental 5 Walkthroughs
- The Fundamental 5 walkthrough Calibration
- 30/60/90 Plan on Resource Teacher Capacity
- 30/60/90 Plan on Rigor
- 30/60/90 Plan on Interventions
- 30/60/90 Plan on Writing
- 30/60/90 Plan on Technology Usage
- 30/60/90 Plan on TJ 101
- 30/60/90 Plan on ECE Co-teaching
- CSIP
- Lesson Plan Walkthroughs
- Enrichment Notebooks/curriculum>> differentiated by MAP testing/Descartes
- Data Notebooks
- Instructional Time Audits>> to include debrief w/team and responsiveness to findings
- PLC Solutions Conference
- Sample Evaluations
- Cooperative Learning PD Agendas/Products
- Standards Work within ISAP
- Core Intervention/Compass Plans
- TJ 101 Agenda/Plans
- 6th Grade Academy ICU Initiative
- Team Schedules/Interventions
- Peer Observations>>< PGES/Instructional Improvement Committee/TJ 101
- SBDM Minutes
- MAP Data Analysis/Response plans
- Instructional Improvement Committee Minutes
- AdvancEd survey data
- KDE Quarterly Report
- Interdisciplinary projects/Service Learning projects
- Revised SRT Procedures> focused on keeping students in classrooms

School Supporting Rationale: Our school's purpose of Keeping it R.E.A.L drives our continuous improvement processes as we continue to work towards improvement and growth related to instructional delivery. The Resource Teacher Team consists of 10+ veteran teacher leaders at Thomas Jefferson who serve as Planning Coaches for our very inexperienced staff. They are provided with structure in their RT PLC, which was recognized as a Best Practice by the Kentucky Department of Education at the Continuous Improvement Summit in September 2015 as the initiative, "One Vision, One Voice". In an effort to increase foundational understandings of effective instruction, they began an intentional study of Robyn Jackson's Rigor Series and underwent training and calibration of their own knowledge of Jackson's 4 levels of rigorous instruction in order to facilitate and support classroom teachers' understandings of this work. During the RT PLC in 2014-15, intentional planning occurred and the rollout protocols that are currently being implemented were developed inside the Rigor PLC's were developed. The Rigor PLCs currently occur twice monthly are led by the Resource Teachers for those teachers for whom they serve as Planning coach. The school-wide study and implementation of Jackson's work supports our purpose, and progress of the initiative is monitored by school leadership and SBDM through the 30/60/90 planning and review process, as well as the CSIP. Student achievement of learning expectations is continuously monitored through our use of MAP three times a year, district-level proficiency assessments in all tested areas 4 times a year, and frequent common assessments designed by PLC participants. MAP data is analyzed and adjustments to instruction are made as necessary. Winter MAP scores provide opportunities for leadership to intentionally intervene for teams not meeting growth expectations or who are below school averages. Data indicates that the responsiveness on two teams for which this was the case showed growth beyond that of the school on Spring MAP assessments. Additionally, following an analysis of the Spring 2015 MAP that indicated that the scores

were not indicating the expected amount of student growth anticipated, leadership responded by instituting The Fundamental 5 initiative, which provides for the foundational instructional strategies that engage and ensure student achievement, such as purposeful talk and writing critically. An intentional PD focus, led by the Resource Teacher team and planned during RT PLC in the spring and summer began at the Summer 2015 Instructional Staff Retreat. Rollout on the Fundamental 5 has included a Walkthrough instrument being designed and implemented to monitor and ensure teachers are consistently engaging students in the learning activities. Calibration between all of the Instructional Leadership team, as well as external stakeholders to include our KDE ER partners, the Regional Assistant Superintendent, and the Regional Evaluation/Transition Coordinator, was conducted to ensure common expectations for effective Fundamental 5 instruction. Our KDE ER team also designed, implemented, and supported the Cooperative Learning initiative through continued professional development and training, as well as provided instructional coaching and feedback to teachers around this two-year initiative. To date, approximately 600 Fundamental 5 Walkthroughs have been conducted this school year. Teachers receive their own individualized walkthrough data on the 5 components and "just in time" PD is then provided at both the October and November PD Gold days. The November gold day session was led by those teachers that, according to walkthrough data, are effective in the delivery of the Fundamental 5 components. The evaluation system is also leveraged to provide feedback to teachers and evaluate effectiveness by their evaluator, with only two teachers in the four years of data collection having earned a cumulative Median Student Growth Percentiles (MSGP) of low growth. The Enrichment Curriculum was also redesigned to model for teachers lessons that reflect each element of the Fundamental 5. The Enrichment Notebook is differentiated for the RIT band of students, using the Descartes Continuum of Learning to develop learning targets at the appropriate levels for students. The Enrichment Notebook also provides for student self-reflection, as do the Data Notebooks. In an effort to increase students' self-efficacy and provide a systematic procedure that engages students in self-reflection, Data Notebooks were designed and are being implemented that give students a holistic view of their progress using multiple sources of data upon which they can view themselves and set goals accordingly. Our student survey data indicates that our concentrated efforts in this area have yielded improvement.

Team Evidence:

- Rigor PLC minutes (8/25/15, 10/05/15)
- Retreat session descriptions (8/3/15)
- Staff retreat agenda (8/3/15)
- TJMS Optional PD Day agenda and session description (8/6/15)
- Gold Day agenda (10/05/15)
- Department Meeting minutes (8/4/15, 8/25/15)
- Silver Day agenda (10/06/15)
- Authentic assessment samples
- Student use of technology samples
- Teacher use of technology samples
- Relationships, Engage, Assess, Learning (R.E.A.L.) Walkthrough samples
- Interdisciplinary project samples
- Professional Development offerings
- 30/60/90 Day plans (School Purpose, Academic Interventions, Stakeholder Engagement, Rigor)
- Stakeholder survey
- Stakeholder interviews
- Diagnostic Review required school documents

Team Supporting Rationale:

The school has begun to address concepts within this indicator; however, additional growth is still needed in the areas of strengthening instructional strategies and interventions to address individual

learning needs of each student as well as differentiation of instruction. The team determined that full implementation of instructional strategies to create rigorous learning opportunities and environments for all students was not evident. The data below was used as evidence for this rating both for the partial progress made as well as the continued Improvement Priority for this indicator.

Student performance data does not suggest that the instructional strategies result in improved professional practice and improved levels of student success. The school did not meet its Annual Measureable Objective goal in 2012-13 and 2014-15. All tested areas decreased in the percentage of students scoring proficient or distinguished, with the exception of language mechanics, from 2013-14 to 2014-15 and scores fall significantly below state average in all areas, which has been a trend since 2011-12. The 2015 results demonstrated 23 percent of students performed at the proficient or distinguished levels in math while 48 percent of students performed at the novice level. Additionally, 21 percent of students performed at the proficient or distinguished levels in reading while 35 percent of students performed at the novice level.

Classroom observation data suggested the school did not consistently implement high-yield instructional strategies across content areas and grade levels with fidelity. Ten percent of classrooms exhibited “differentiated learning opportunities and activities” while 27 percent of classrooms “provided additional/alternative instruction and feedback at the appropriate level of challenge for student needs.” Additionally, three percent of classrooms demonstrated “ongoing opportunities to learn about their own and others’ backgrounds/cultures/differences.” Furthermore, 33 percent of classrooms were “engaged in rigorous coursework, discussion, and/or tasks.” Forty-seven percent of students were “actively engaged in the learning activities” and 37 percent of students participated in “activities which made connections to real-life experiences.”

While the school has documented evidence of continuous assessment practices, classroom observation data suggested 33 percent of students were “asked and/or quizzed about individual progress/learning” and 27 percent of students “understand how her/his work is assessed.” Furthermore, 33 percent of classrooms were found to have evidence of “opportunities to revise/improve work based on feedback.”

The facilitation of learning through technology as reflected in the eleot™ data indicated seven percent of students utilize “digital tools/technology to gather, evaluate, and/or use information for learning” and three percent “conduct research, solve problems, and/or create original works for learning.” However, no evidence in the eleot™ report supports the communication and collaborative work for learning through digital means.

Stakeholder feedback indicated communication and improvement efforts have yielded increased stakeholder satisfaction. The school identified areas in need of improvement based on the survey results in their Stakeholder Feedback Data Document. While 82 percent of parents and 91 percent of students agreed/strongly agreed their children’s “teachers use a variety of teaching strategies and learning activities”, 73 percent of parents agreed/strongly agreed that their children’s “teachers meet his/her learning needs by individualizing instruction.” Furthermore, 75 percent of students agreed/strongly agreed all of their teachers modify their practices to meet student learning needs, suggesting that differentiation is not a consistent practice in all classrooms.

Ninety-two percent of staff agreed/strongly agreed that “all teachers use multiple types of assessments to modify instruction and to revise the curriculum” while 82 percent of parents agreed/strongly agreed their child “is given multiple assessments to measure his/her understanding of what was taught.”

Seventy-nine percent of parents agreed/strongly agreed with the statement “all of my child’s teachers give work that challenges my child” while 90 percent of students agreed/strongly agreed that “my school provides me with challenging curriculum and learning experiences”, which suggests that the level of challenge and rigor is not consistent across all classrooms.

Interviews with teachers revealed that some appear comfortable with differentiation while others did not demonstrate a clear understanding of the practice. Students indicated teachers do not consistently modify or personalize instruction based on student needs and multiple intelligences.

Review of agendas, minutes, protocols, assessments and walkthrough data, did not reveal the use research-based, high-yield instructional strategies, differentiation practices and student use of technology implemented school-wide with consistency and fidelity to lead to improved level of student achievement.

Improvement Priority 4

Indicator 3.8	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
	1	3	2

3.8 Improvement Priority (2013-14)	School Self-Rating	Team Rating
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.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	✓	
This Improvement Priority has been partially addressed.		✓
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- In-House Stakeholder Surveys/Results
- KTIP Leadership Projects focused on Increased External Stakeholder Collaboration
- Academic Counselor Responsibilities
- CAP’s Process/documentation
- Open House Differentiated Agenda

- SBDM Minutes
- Creation of Parent Liaison Position
- 30/60/90 Plan on Stakeholder Engagement
- School Purpose, Review, Revision, Communication Policy
- Gradebook and Communication of Student Learning Policy
- 30/60/90 Plan on School Purpose
- Student Support Team Minutes
- Student Support Team Events/Initiatives
- Student Support Team Services Flowchart
- Student Support Team Responsiveness to surveys
- Parent Advisory Group Meeting Minutes
- Stakeholder Communication Plan
- District Communications
- Data Notebooks
- Science Fair
- Career Fair
- Instructional Improvement Committee Minutes
- CSIP
- ILT Minutes
- R.E.A.L. Walkthrough Instrument> developed by teacher
- R.E.A.L. Walkthroughs Completed
- Resource Teacher/Teacher R.E.A.L. Action Plans
- Student PRIDE lessons
- Reinvented Magnet Field Experiences Component
- Parent Portal/Parent contacts
- Customer Service Phone Calls
- AdvancEd Survey data
- Comprehensive School Survey Data

School Supporting Rationale: School leadership has worked to expand opportunities for meaningful parent engagement. Upon review of the 2014 diagnostic results, it was determined by school leadership that more intentional focus was needed as the traditional "Orientation" type opportunities for parents was not yielding desired results. During the 2014-15 year, leadership intentionally leveraged the KTIP Leadership projects of our 8 KTIP interns, seeking to create more intimate, impactful experiences for families. The focus on each project was individualized for the intern, but with the overall theme of engaging parents in the learning experiences of their students, as well as building ownership of the school's purpose. Projects included events such as Rockets Family Night, Science Fair, and Audio Family History/Storytelling. Additionally, there was a concentrated effort by the Student Support Team, which includes both counselors, YSC Coordinator, and the Life Coach (Mental Health Counselor), to provide parent nights more frequently that focused on topics of more interest for families, such as Transition Night, Zumba, Career Fair, and mini-showcase. They have also in process of drafting a policy on Student and Family Support Services as charged by the school council. School leadership also engages families in their child's learning progress in multiple ways to ensure that they stay informed of their child's progress through the implementation of Infinite campus, utilizing the state-provided online gradebook, and the Parent Portal feature, which allows parents and students to access grades, attendance, health information, and teacher contact information. With the creation and implementation of the SBDM Gradebook and Communication of Student Learning Policy, teachers' gradebooks are reviewed weekly by administration and feedback provided. The skills/standards are listed in the assignment portion of the gradebook in an effort to provide more clarity for parents when reviewing their child's progress. One of the main priorities of the Academic Counselor is to ensure the of the school-created CAP's (Corrective Action Plan) process is followed and successfully implemented, which includes parent contact be documented in IC. The Academic Assistant Principal also oversees Course Recovery and makes personal contact with all parents so that they remain informed and engaged as partners in the achievement of their students. School leadership also continues to use and increase its utilization of

social media at both the district and school level, with Twitter and Facebook pages being developed and maintained, as well as maintaining Customer Service Phone calls, Positive phone calls by teachers, our eChalk generated website, as well as parent contacts, which exceed 4600 to date. The requirement of conferencing with a minimum of 20% of parents/families on Parent/Teacher conference day was also given as an expectation of teachers by administration to reflect the AdvancEd parent survey expectation. The focus on stakeholder involvement has also been supported by the SBDM in collaboration with school leadership with the creation of the in-house Parent Liaison position, which was added to concentrate efforts on expanding engagement with parents. She was charged with the creation, development, and implementation of a 30/60/90 plan focused on Stakeholder Engagement, which is reviewed by leadership and SBDM to monitor progress. This position has already yielded results, as 40% of all parents in attendance at Open House voted for in our SBDM Parent elections, with 15 parents on the ballot, which is unprecedented. The Parent Liaison position has also garnered parent engagement with the implementation of a parent round-table, engaging parents in informational gatherings that targets what parents say they need, while also developing parent leadership and training so that parents working as leaders can provide training for other parents as needed. Feedback from parents is also continually solicited by the Student Support Team at parent events and responsive plans made accordingly. For example, at Orientation all parents were asked to text in responses to questions on a variety of subjects, to include what type of guidance do you think would be most relevant to present to your child during the first six weeks of school year. The results were reviewed and as a result, the highest rated topics were selected to include in the Guidance calendar. Efforts on increasing engagement continue to be an area upon which leadership will continue to focus as survey results reflect that such efforts are showing noticeable improvements.

Team Evidence:

- CAP process
- JCPS report card calendar
- TJ Communication Plan
- 30/60/90 Plan for Stakeholders
- Implementation Plan for parent liaison services
- Parent Advisory agenda and minutes (9/10/15, 10/15/15)
- Stakeholder surveys
- Stakeholder interviews
- Diagnostic Review required school documents

Team Supporting Rationale:

The team determined that efforts have been made to expand meaningful engagement of families in the children's educational and learning experiences. This is demonstrated by the variety and quantity of information shared with parent community from student progress, grades and school activities. Stakeholder interviews provided additional support as did survey results. Hiring of the parent liaison and the development of the Parent Advisory Group are further examples of intentional focus in this area; however, family participation in the Parent Advisory Group has been very low during the infancy of the program. Evidence indicated a great deal of information is shared with families but parent open responses included comments to the question "What do you like least about our school?" included "they don't tell me some stuff;" "don't give me enough information;" "I don't have a relationship with this school as a father. I am always willing but wish the school policy would allow more;" "have an up to date website that will provide activities in real time. There is a gap in timely communication at times;" which indicates that all efforts are not leading to meaningful engagement for all parents. Engagement requires two way communications. To fully address this priority the team determined the school should evaluate the effectiveness of the strategies to truly create meaningful two-way engagement with families.

Improvement Priority 5

Indicator 3.10	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
	1	3	2

3.10 Improvement Priority (2013-14)	School Self-Rating	Team Rating
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.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	✓	
This Improvement Priority has been partially addressed.		✓
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Instructional Improvement Committee Minutes • SBDM Minutes • Gradebook and Communication of Student Learning Policy • Corrective Action Plan (CAP) Process • District SPP & G • Instructional Staff Retreat Professional Development (PD) Agenda • Course Syllabus • Summer Institute Department Day PD Agenda • Content PLC minutes/Common Assessments & Rubrics developed therein • Content Area Working Calendar • Academic PLC Minutes • 30/60/90 plan on Academic Interventions • Standards Work within ISAP • 6th Grade Academy ICU Initiative • TJ 101 Agenda/Plans • Rigor PLCs>> sample student work around acquisition training • AdvancEd Survey data • Comprehensive School Survey Data <p>School Supporting Rationale: In review of the 2014 diagnostic review's results, Thomas Jefferson's</p>

SBDM charged the Instructional Improvement Committee to examine the then current Gradebook Policy and make recommendations as needed. The Instructional Improvement Committee went through a protocol regarding several We Believe statements about current grading practices. Included within this was a review of past practices within the school. The committee came to consensus that while the current policy was acceptable as a technical policy, it did not reflect the spirit of communicating student learning around standards and skills related to standards. As a result, representative from the committee presented to SBDM the Gradebook and Communication of Student Learning Policy which was adopted. The policy provided teachers with common grading and reporting policies processes, and procedures. The policy was calibrated with the newly adopted district Student Progression, promotion and Grading for Middle Schools (SPP&G) to ensure alignment with district expectations. School leadership provided PD support at the Instructional Staff retreat in July 2015. At department day during the Summer PD Institute, support was also provided to ensure that developed course syllabi provided common expectations across grade levels and content area so that grading is clearly defined and that the criteria represents the attainment of content knowledge and skills. All syllabi are submitted for feedback and approval at the beginning of the year to ensure alignment with both SBDM and district policies, as well as school purpose. Administration monitors compliance with the policies throughout the year and provides specific feedback to teachers weekly based upon the policies as well as best practices. Monitoring to ensure that there is continual alignment of gradebook practices with teachers' syllabi is also conducted. Content PLCs also design and implement common assessments and common rubrics to ensure that up to 50% of student grades that can potentially be based on assessment according to the district SPP&G are aligned across common content/grade level. The Content Working calendars also ensures "like objectives" to provide for instructional consistency in grade level/content learning. The CAP's process is also in place to monitor communication of student learning for struggling students and to ensure that parents/families are being notified regarding students' academic struggles. Multiple measures are in place to ensure that student learning is being communicated to both the student and their parent/family. The Academic PLC and interventions that are needed as a result of an identified struggling learner are in place and monitored by the Academic Counselor. Interventions such as Course Recovery, additional support by content teacher, Transition Island, amongst others are provided as needed. Students who are in ISAP as a result of a behavioral offense are provided standards based work created by one of our Resource Teachers with that particular content background to ensure that all students are receiving access to the common core standards on a consistent basis.

Team Evidence:

- Common assessment-rubric1516
- JCPS Report Card Calendar
- Gradebook Tracker spreadsheet sample
- Gradebook Tracker email sample
- ILT minutes (9/28/15)
- Kentucky Framework for Teaching
- JCPS Middle School Student Progression, Promotion, and Grading Handbook 2015-16
- Syllabus feedback email samples
- CAP process and sample
- Gradebook feedback email samples
- IIC agenda and minutes (3/17/15)
- ILT agenda and minutes (9/28/15)
- Reflections for Grades sample
- Report Card samples
- JCPS Report Card Calendar
- Rocket Family meeting minutes (10/20/15)
- Twitter feed samples
- Stakeholder surveys
- Stakeholder interviews
- Diagnostic Review required school documents

Team Supporting Rationale:

School leadership/School Based Decision Making Council utilized the Instructional Improvement Committee to collaboratively examine the grading policies in place and the committee recommended that changes be made to the gradebook policy to establish consistency of practice across grade levels and common courses. The evidence provided demonstrated that the new gradebook policy is aligned to the district grading policy and establishes criteria for the recording and reporting of grades at the school. School leadership have also established a monitoring system for consistent implementation of the gradebook policy and have provided ongoing feedback to teachers. However, the level to which the grading policies contribute to rigorous coursework, high academic expectations, and attainment of content knowledge across the school remains unclear. The Diagnostic Review Team, in its review of the evidence, did not see a clear connection between grading policies and the implementation of high expectations and rigorous coursework.

School Diagnostic Review Summary Report

Thomas Jefferson Middle School

Jefferson County Public Schools

11/15/2015 – 11/18/2015

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: _____