

Report of the Diagnostic Review Team for Western Middle

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

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

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

Powerful Practices

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

Improvement Priorities

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

The Review

Western Middle School hosted a Diagnostic Review on November 15-18, 2015. The four day, on-site review involved a six member Team who provided knowledge, skills, and expertise for carrying out the Diagnostic Review process and developed 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 Co-Lead Evaluator conducted calls with the principal to plan the review

schedule and ensure the Team had the necessary access to documents prior to and during the review.

The Review Team expresses its appreciation to the staff and stakeholders of Western Middle School for its authentic Internal Review process. The school provided its Self Assessment and supporting documentation in a timely and accessible manner. In addition, the school leadership and staff were responsive to the many and varied requests made by the Team during the on-site review. All stakeholders were open and honest during the interview process. The Team extends a special thank you to the school staff and administration for their helpfulness throughout the on-site review. The Team wishes to express appreciation to school leaders for their assistance in the management of logistics and support and assistance in scheduling the Team's activities while at the school.

During the Diagnostic Review, a total of 67 stakeholders were interviewed, and 24 classrooms were observed using the Effective Learning Environment Observation Tool (eleot™). Throughout the Review, school leaders, faculty and staff were transparent in their reflections and open in discussing their continuous improvement efforts related to Western 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	5
Instructional Staff	8
Support Staff	4
Students	42
Parents/Community/Business Leaders	8
Total	67

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.	2.00
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.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.33
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.50
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.00

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.17
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.00

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.00
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1.83
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.83
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.	2.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.17

Student Performance Diagnostic

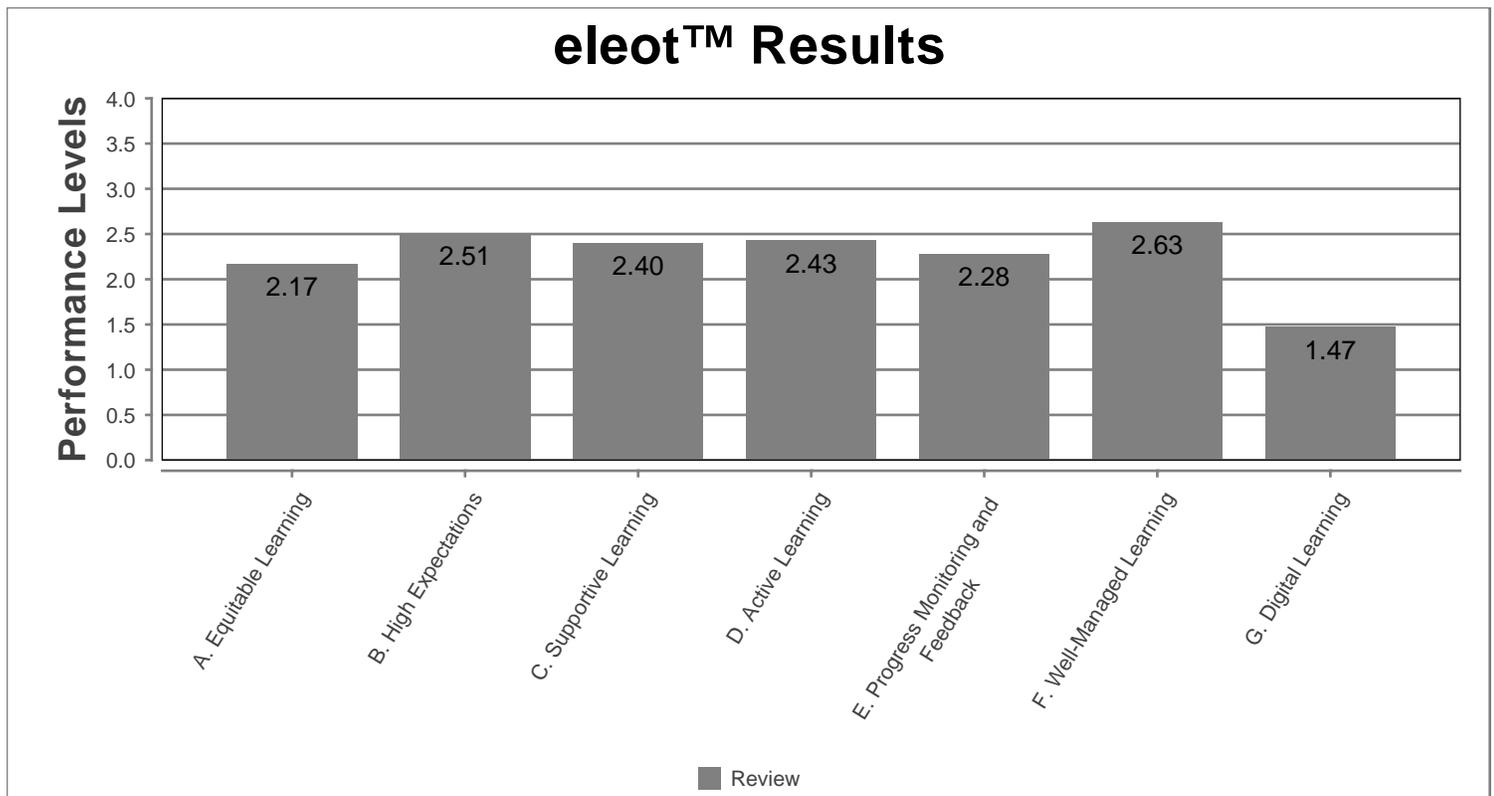
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	3.00
Test Administration	4.00
Equity of Learning	1.00
Quality of Learning	2.00

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 24 classroom observations using the Effective Learning Environments Observation Tool (eleot™) observation instrument. The classroom learning environment ratings are listed below in rank order from highest to lowest:

Well Managed Learning Environment: 2.63

High Expectations Learning Environment: 2.51

Active Learning Environment: 2.43

Supportive Learning Environment: 2.40

Progress Monitoring and Feedback Environment: 2.28

Equitable Learning Environment: 2.17

Digital Learning Environment: 1.47

A significant result of the 24 classroom observations conducted was that no learning environment was rated at a 3 or higher on the four-point scale. The observations revealed students who demonstrated reasonably positive attitudes towards learning and classrooms that were relatively well-managed. Students and teachers generally demonstrated respect for each other and complied with rules and teacher requests in the majority of classrooms. Students occasionally worked in groups; however, each student was assigned the same task, making the work more independent rather than collaborative. Interviews revealed students were grouped by ability levels, which may contribute to a diminishing sense of urgency to provide differentiated instruction.

Classroom observation data also suggest teachers generally do not consistently promote high academic expectations, design differentiated student learning tasks, use the appropriate level of rigor and provide meaningful and prompt feedback to students to guide their learning. Likewise, survey data corroborate observation data. Fifty eight percent of teachers, for example, agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address the learning needs of students." In addition, survey data further indicated that 63 percent of teachers agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning." Further exploration and consideration of these areas would support and strengthen the school's commitment to provide differentiation to "meet the needs of students through a variety of teaching and learning modalities."

The Equitable Learning Environment was rated a 2.17 on a four-point scale. Data revealed that it was evident/very evident in 63 percent of the classrooms that students had "equal access to classroom discussions, activities, resources, technology, and support" (A.2). Instances of students demonstrating that they knew that "rules and consequences are fair, clear and consistently applied" (A.3) were evident/very evident in 67 percent of the classrooms. Students being provided "differentiated learning opportunities and activities that meet his/her needs" (A.1) was rated 1.79 on a 4 point scale and evident/very evident in 29 percent of the classrooms. In addition, instances of students being provided "ongoing opportunities to learn about their own and other's backgrounds and cultures/differences" (A.4) were evident/very evident in 17 percent of the classrooms.

The overall rating of the High Expectations Learning Environment was 2.51 on a four-point scale. Students demonstrating they know and strive "to meet the high expectations established by the teacher" (B.1) was evident/very evident in 63 percent of the classrooms and rated 2.83 on a 4.0 point scale. Instances of students "tasked with activities and learning that are challenging but attainable" (B.2) were evident/very evident in 67 percent of classrooms and rated a 2.71 on a four-point scale. Additionally instances of students "engaged in rigorous coursework, discussions, and/or tasks" (B.4) were evident/very evident in 59 percent of classrooms and rated a 2.62 on a four-point scale. Students being "asked and responding to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" (B.5) were evident/very evident in 50 percent of the

classrooms and rated a 2.42 on a four-point scale.

Teachers providing students with "exemplars of high quality work" (B.3) were evident/very evident in 33 percent of the classrooms and rated 1.96 on a four-point scale. Providing students with exemplars of high quality work identifies and clarifies learning expectations for students, and classroom observation data revealed that this practice seldom occurred.

In addition, item ratings strongly suggest the need for higher degrees of rigor related to classroom expectations and instruction as well as instructional strategies that develop higher order thinking. Finally, by designing differentiated learning tasks, the school can more effectively meet the unique academic needs of students.

Data from the Supportive Learning Environment strongly suggest the need to provide students with timely, relevant, and specific feedback and provide a learning environment in which students feel positive about their learning. Instances in which students demonstrated "positive attitude about the classroom and learning" (C.2) were evident/very evident in approximately half of the classrooms and was rated 2.38 on a four-point scale. Observers also noted that students who "demonstrate or express that learning experiences are positive" (C.1) was rated 2.42 on a four-point scale and evident/very evident in 54 percent of the classrooms.

Students who demonstrated the willingness to take "risks in learning (without fear of negative feedback)" (C.3) were evident/very evident in 46 percent of the classrooms and rated a 2.42 on a four-point scale. Moreover, instances of students being "...provided support and assistance to understand content and accomplish tasks" (C.4) earned a rating of 2.75 on a four-point scale and were evident/very evident in 79 percent of the classrooms.

Of particular concern is the minimal instances of students being "provided with additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C.5) as it was only evident in 29 percent of the classrooms, making it the lowest rated item in the Supportive Learning Environment.

The overall rating of the Active Learning Environment was 2.43 on a four-point scale. Students "actively engaged in the learning activities" (D.3) received the highest rating (2.79 on a four-point scale) within this learning environment and were evident/very evident in 71 percent of the classrooms. Instances of students having "several opportunities to engage in discussions with the teacher and other students" (D.1) were evident/very evident in 46 percent of the classrooms. The lowest rated item within this learning environment was related to the opportunities students had to "make connections from content to real-life experiences" (D.2), which was rated a 2.17 on a four-point scale and evident in only 50 percent of the classrooms, suggesting that in half of the classrooms, observers could not confirm that students understood how their learning related to real life.

The overall rating for the Progress Monitoring and Feedback Learning Environment was 2.28 on a four-point scale strongly indicating a need to examine current practices related to ensuring students have clarity regarding how their learning is measured. In addition, results in this learning environment also demonstrate the need for frequent and specific feedback to guide student learning. Students being "asked or quizzed about

individual progress/learning" (E.1) was evident/very evident in 42 percent of the classrooms and rated a 2.21 on a four-point scale. Instances of students having "opportunities to revise/improve work based on feedback" (E.5) were evident/very evident in 33 percent of the classrooms and rated a 2.04 on a four-point scale. Closely corresponding to these findings was the frequency in which students were observed demonstrating or verbalizing understanding as to "how his/her work is assessed" (E.4), which was rated a 2.12 on a four-point scale and evident/very evident in 42 percent of the classrooms. Students "responding to teacher feedback to improve understanding" (E2) was rated a 2.42 on a four-point scale and were evident/very evident 46 percent of the classrooms.

The Well-Managed Learning Environment earned the highest overall rating (i.e. 2.63 on a four-point scale) of all seven of the learning environments. Observers noted that students who know "classroom routines, behavioral expectations and consequences" (F.5) was rated at 2.83 and evident/very evident in 71 percent of the classrooms. Instances of students who follow "classroom rules and work well with others" (F.2) were evident/very evident in 67 percent of the classrooms and rated a 2.83 on a four-point scale. In addition, students who speak and interact "respectfully with teacher(s) and peers" (F.1) were evident/very evident in 71 percent of the classrooms and rated a 2.88 on a four-point scale. Students collaborating with "other students during student-centered activities" (F.4) were evident/very evident in 63 percent of the classrooms and rated a 2.00 on a four-point scale, suggesting that in over a third of that classrooms that observers could not confirm this important practice.

The Digital Learning Environment earned the lowest overall rating (1.47 on a four-point scale) of all seven learning environments. Observation data revealed that students rarely had opportunities to use technology as a learning tool as evidenced by ratings within this learning environment from 1.29 to a 1.62 on a four-point scale. Instances of students using "digital tools/technology to gather, evaluate, and or/use information" (G.1) were evident/very evident in 25 percent of the classrooms and rated a 1.62 on a 4 point scale. Observers also reported that students using "digital tools/technology to conduct research, solve problems, and or/create original works for learning" (G.2.) were evident/very evident in only 21 percent of the classrooms and rated a 1.50 on a four-point scale. Instances of students using "digital tools/technology to communicate and work collaboratively for learning" (G.3) were evident/very evident in only eight percent of the classrooms, suggesting that in over 90 percent of the classrooms that student centered technology was not observed.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.79	Has differentiated learning opportunities and activities that meet her/his needs	4.17%	25.00%	16.67%	54.17%
2.	2.62	Has equal access to classroom discussions, activities, resources, technology, and support	16.67%	45.83%	20.83%	16.67%
3.	2.79	Knows that rules and consequences are fair, clear, and consistently applied	16.67%	50.00%	29.17%	4.17%
4.	1.46	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4.17%	12.50%	8.33%	75.00%
Overall rating on a 4 point scale: 2.17						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.83	Knows and strives to meet the high expectations established by the teacher	20.83%	41.67%	37.50%	0.00%
2.	2.71	Is tasked with activities and learning that are challenging but attainable	16.67%	50.00%	20.83%	12.50%
3.	1.96	Is provided exemplars of high quality work	16.67%	16.67%	12.50%	54.17%
4.	2.62	Is engaged in rigorous coursework, discussions, and/or tasks	16.67%	41.67%	29.17%	12.50%
5.	2.42	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	16.67%	33.33%	25.00%	25.00%
Overall rating on a 4 point scale: 2.51						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.42	Demonstrates or expresses that learning experiences are positive	12.50%	41.67%	20.83%	25.00%
2.	2.38	Demonstrates positive attitude about the classroom and learning	16.67%	33.33%	20.83%	29.17%
3.	2.42	Takes risks in learning (without fear of negative feedback)	8.33%	37.50%	41.67%	12.50%
4.	2.75	Is provided support and assistance to understand content and accomplish tasks	8.33%	70.83%	8.33%	12.50%
5.	2.04	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0.00%	29.17%	45.83%	25.00%
Overall rating on a 4 point scale: 2.40						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.33	Has several opportunities to engage in discussions with teacher and other students	16.67%	29.17%	25.00%	29.17%
2.	2.17	Makes connections from content to real-life experiences	0.00%	50.00%	16.67%	33.33%
3.	2.79	Is actively engaged in the learning activities	16.67%	54.17%	20.83%	8.33%
Overall rating on a 4 point scale: 2.43						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.21	Is asked and/or quizzed about individual progress/learning	4.17%	37.50%	33.33%	25.00%
2.	2.42	Responds to teacher feedback to improve understanding	8.33%	37.50%	41.67%	12.50%
3.	2.58	Demonstrates or verbalizes understanding of the lesson/content	4.17%	58.33%	29.17%	8.33%
4.	2.12	Understands how her/his work is assessed	8.33%	33.33%	20.83%	37.50%
5.	2.04	Has opportunities to revise/improve work based on feedback	8.33%	25.00%	29.17%	37.50%
Overall rating on a 4 point scale: 2.28						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.88	Speaks and interacts respectfully with teacher(s) and peers	20.83%	50.00%	25.00%	4.17%
2.	2.83	Follows classroom rules and works well with others	20.83%	45.83%	29.17%	4.17%
3.	2.62	Transitions smoothly and efficiently to activities	8.33%	50.00%	37.50%	4.17%
4.	2.00	Collaborates with other students during student-centered activities	12.50%	25.00%	12.50%	50.00%
5.	2.83	Knows classroom routines, behavioral expectations and consequences	20.83%	50.00%	20.83%	8.33%
Overall rating on a 4 point scale: 2.63						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.62	Uses digital tools/technology to gather, evaluate, and/or use information for learning	12.50%	12.50%	0.00%	75.00%
2.	1.50	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	8.33%	12.50%	0.00%	79.17%
3.	1.29	Uses digital tools/technology to communicate and work collaboratively for learning	4.17%	4.17%	8.33%	83.33%
Overall rating on a 4 point scale: 1.47						

Findings

Improvement Priority

Develop, implement, and monitor systematic mentoring, coaching, and induction programs for all staff that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Ensure that these programs set high expectations for all school personnel and include valid and reliable measures of performance to ensure the programs are meeting the needs of teachers.

(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachment and elsewhere in this report, do not suggest that the school has established teacher mentoring and coaching programs that help ensure effective instructional strategies are systematically implemented by all teachers in all classrooms." Student performance data, as detailed in an attachment to this report, indicated achievement has dropped significantly from 2013-14 to 2014-15 based on the Kentucky Performance Rating for Educational Progress (KPREP) results.

Stakeholder Survey Data:

Survey data suggests very limited agreement among teachers that coaching and mentoring programs are provided to improve professional practice. For example, 37 percent of teachers indicated that they agreed/strongly agreed with the statement, "In our school, a formal process is in place to support new staff

members in their professional practice.” Similarly, 63 percent of teachers indicated agreement to the statement, “In our school, staff members provide peer coaching to teachers.”

Stakeholder Interviews:

In interviews, administrators and teachers indicated that there were several staff members who were new to the building—both new to the profession and new to Western Middle School—that were not yet acclimated or oriented to “The Western Way.” Additionally, one teacher, whose statements exemplified the sentiments of others, indicated that there was “lack of feedback provided related to instructional practice on a regular basis.”

Documents and Artifacts:

A review of Embedded Professional Development (EPD) planning calendars, an EPD meeting agenda and eWalk feedback forms indicated that most instructional coaching is initiated by administrators and a few teachers. Observation data from grade-level EPD sessions supported these findings. A review of the staff handbook did not indicate that formal mentor, coaching or induction programs exist, and the principal’s overview presentation directly addressed “the need to develop a mentoring, coaching and induction program for new staff members to orient them to the ‘Western Way’.”

Improvement Priority

Identify, implement and monitor for effectiveness a systematic process whereby faculty, staff, and school leaders analyze and use findings from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. Provide ongoing training and support for professional and support staff in the evaluation, interpretation and use of data, and require that data are used to inform decisions that result in improved student learning and increase organizational effectiveness. (Indicator 5.2, Indicator 5.3)

Primary Indicator

Indicator 5.2

Evidence and Rationale

Student Performance Data:

Student performance data, which is detailed in the attachment of this report and discussed previously, do not suggest the school has established and is implementing effective practices for collecting, analyzing and using data to guide improvement planning at the school or classroom levels.

Classroom Observation Data:

Classroom observation results, as detailed in the Teaching and Learning Impact section of this report, do not support the existence and faithful implementation of a fully developed and robust system of data analysis which consistently uses data to inform instructional decision-making school-wide. Observations revealed little

variance in instructional approach, i.e., teacher-centered whole group. Instances in which students had “differentiated learning opportunities and activities that meet her/his needs” was evident/very evident in 29 percent of classrooms.

Stakeholder Survey Data:

Survey data revealed mixed findings regarding the examination and effective use of data. Staff survey data, for example, indicated that 87 percent agreed/strongly agreed that “Our school uses data to monitor student readiness and success at the next level,” 100 percent agreed/strongly agreed that “In our school, all staff members use student data to address the unique learning needs of all students” and 93 agreed/strongly agreed with the statement, “Our school leaders monitor data related to school continuous improvement goals.” On the other hand, staff survey results also showed that findings from data analysis have not consistently been used to inform instructional decisions. For example, 60 percent of staff agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” Additionally, 58 percent of students agreed/strongly agreed that “All of my teachers change their teaching to meet my learning needs.” In addition, only 60 percent of staff agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning,” and only 58 percent of parents agreed/strongly agreed that “All of my child's teachers report on my child's progress in easy to understand language.” Moreover, just 53 percent of staff agreed/strongly agreed that “In our school, all staff members use student data to address the unique learning needs of all students,” and only 58 percent of parents agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught.”

Stakeholder Interviews:

Stakeholder interviews revealed that multiple sources of data are collected and examined; however, staff members frequently had only a rudimentary understanding of how to analyze and use findings to improve instruction and increase student achievement. A review of documents and artifacts failed to reveal whether all professional and support staff have been formally trained in analysis and use of data for continuous improvement.

Documents and artifacts:

A review of documents (e.g., student performance data, stakeholder survey results, Comprehensive School Improvement Plan, Deep Implementation Planning Process, Quarterly Report, 30-60-90 Day Plan with Big Rocks, PLC documents, Self Assessment, Executive Summary, walkthrough documents, meeting agendas and minutes, TELL survey, the principal’s overview presentation) further indicated that, while the expectation exists that data are used to inform decision making, there is little evidence this is occurring consistently or that it is positively impacting student achievement.

Improvement Priority

Identify, systematically implement and monitor instructional strategies that (1) clearly inform students of

learning expectations and standards of performance, (2) consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self-reflection and learning activities that develop critical thinking skills, as well as use technology as a learning tool, and (3) provide differentiation to address individual learning needs of each student.

(Indicator 3.3, Indicator 3.6)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachment to this report, do not indicate that the school is effectively implementing instructional strategies that ensure students are highly engaged in their learning or that an instructional process is systematically implemented. For example, data indicate that student achievement has decreased significantly from 2013-2014 to 2014-2015. Kentucky Performance Rating for Educational Progress (KPREP) Assessment Reading scores for all students dropped from 65.4 in 2013-2014 to 58.5 in 2014-2015. KPREP Combined Gap Group Reading proficient and distinguished scores fell from 45.6 percent to 39.4 percent. KPREP Assessment Math scores for all students fell from 61.1 in 2013-2014 to 51.1 in 2014-2015. KPREP Combined Gap Group Math proficient and distinguished scores fell from 34.2 percent to 20.6 percent during this same time. KPREP Assessment Social Studies scores for all students fell from 82.5 to 65.7 in 2013-2014 to 68.5 in 2014-2015, and KPREP Combined Gap Group Social Studies proficient and distinguished scores fell from 61.2 percent to 38.8 percent. KPREP Assessment writing scores for all students fell from 66.0 in 2013-2014 to 53.0 in 2014-2015, and KPREP Combined Gap Group Writing proficient and distinguished scores fell from 38.9 percent to 20.4 percent.

Classroom Observation Data:

Classroom observation results, as detailed in the Teaching and Learning Impact section of this report, revealed that students were infrequently provided differentiated learning opportunities, engaged in rigorous coursework, or given opportunities to develop higher order/critical thinking skills. For example, instances in which students were observed being “asked and responding to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” was evident/very evident in 50 percent of classrooms. Within the Supportive Learning Environment, students were observed receiving additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs, was evident/very evident in 29 percent of classrooms. Active Learning Environment results revealed that students observed having “several opportunities to engage in discussions with teacher and other students” was evident/very evident in 46 percent of classrooms. Instances in which students were provided opportunities to “use digital tools/technology to gather, evaluate, and/or use information for learning” was evident/very evident that 25 percent of classrooms.

Stakeholder Survey Data:

Survey data suggest little agreement among all three stakeholder groups that the school is consistently implementing effective instructional strategies that ensure student engagement, differentiation/individualization, etc., leading to higher levels of student success. For example, 58 percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that over 40 percent of students cannot confirm this important practice occurs. Sixty-nine percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction. Additionally, only 60 percent of staff agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”

Stakeholder Interviews:

Interview data as well as observations revealed that differentiation is a primary focus during the principal-led Embedded Professional Development (EPD) sessions. Interview data also indicated that differentiation of instruction has been communicated as a priority of the school by the principal. However, interviewees, including teachers, were not able to consistently provide specific examples of differentiated instructional strategies that were included in lesson plans and consistently implemented.

Documents & artifacts:

A review of multiple documents revealed the need to consistently provide students with differentiated learning opportunities. The “Big Rocks” document for Western Middle School identifies “Differentiation: meeting the needs of students throughout a variety of teaching and learning modalities,” and the school’s Deep Implementation Planning Process (DIPP) document includes the requirement for “PLC time for content areas, individual coaching for all teachers, and common team time.” The 30-60-90 Day Plan states that “administrators will provide weekly EPD to teachers based on identified needs.” During the overview presentation to the Diagnostic Review Team, the principal revealed that EPD time would provide teachers the opportunity to “do a strategy and report back” to the group the impact that the strategy had on student learning. Observers noted that during an EPD session, the principal shared models of differentiation via a teaching video. In addition, an agenda had been developed and was used for the EPD session. While the structures to support the development and implementation of differentiated learning strategies exist, documentation is lacking that substantiates faithful implementation and monitoring of differentiation across all grade levels.

Improvement Priority

Review and evaluate the current status of Professional Learning Communities, including the processes, strategies and design. Implement and monitor a plan to ensure that the teacher collaboration results in improved professional practices and increased student learning.

(Indicator 3.5)

Primary Indicator

Indicator 3.5

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachment to this report, do not suggest that the school's current PLC structure and processes are being effective in improving professional practice and increasing student achievement. Performance data, as detailed in an attachment to this report, indicate student achievement has dropped significantly from 2013-14 to 2014-15 on the Kentucky Performance Rating for Educational Progress (KPREP) Assessment.

Stakeholder Survey Data:

Survey data indicated that 93 percent of staff agreed/strongly agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school." Survey data indicated that 88 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn." Survey data, however, does not support that all teachers have been trained in a formal collaborative learning community process to improve instruction and student learning. Sixty-three percent of teachers agreed/strongly agreed with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching.)"

Stakeholder Interviews:

Interview data revealed that school leaders can clearly articulate their roles in facilitating grade level/content Professional Learning Communities (PLC). Interview data indicated that teachers analyzed common assessments and examined instructional strategies that they learned during the embedded professional development sessions. In addition teachers shared that they meet daily to review and discuss student learning. Interview data also revealed varying degrees of ownership among teachers regarding the PLC process.

Documents and artifacts:

A review of the 30-60-90 Day Plan and the principal overview presentation indicated that administrators and team leaders attended the Solution Tree Professional Learning Community training, and in turn, provided a Professional Learning Community (PLC) Institute for teachers. A review of PLC agendas, sign-in sheets and minutes revealed that PLCs are formally established and meet daily. The principal consistently communicated a need for PLCs to focus on learning, building a collaborative culture and getting results. However, when the Team reviewed and considered the most recent student achievement results, there does not appear to be a strong correlation between instructional practices and a positive impact on student achievement.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.50
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.17

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.	2.33
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.	2.83
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.17
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score
Questionnaire Administration	2.00
Stakeholder Feedback Results and Analysis	3.00

Findings

Improvement Priority

Develop, implement, and evaluate the effectiveness of a systematic and inclusive process to review, revise and communicate the school's purpose and direction for student success.

(Indicator 1.1, Indicator 2.5)

Primary Indicator

Indicator 1.1

Evidence and Rationale

Stakeholder Survey Data:

Survey data indicated mixed results regarding an inclusive process that involves representatives from all stakeholder groups in the review and revision of the school's purpose and direction. Only 47 percent of staff agreed/strongly agreed that "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders." In contrast, 80 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents." A review of documents and interview data, however, revealed that the school does not have an established process to systematically and inclusively review the school's purpose and direction.

Stakeholder Interviews:

Interview data revealed that teachers, administrators and students identified and clearly articulated the school's expectations referred to as PERFORM (Positive attitudes, Excellent effort, Respect, Focused learning, Ownership of behavior, Responsibility, Motivation). However, while the existing mission and vision statements were posted throughout the school and communicated to parents through the student handbook and the student Agenda Book, staff members did not reference these statements during interviews.

Documents and artifacts:

A review of documents and artifacts revealed that school leaders and staff use PERFORM (Positive attitudes, Excellent effort, Respect, Focused Learning, Ownership of behavior, Responsibility, Motivation) to guide decision making. However, a review of artifacts and documents did not indicate the existence of a systematic and inclusive process to review, revise and communicate the school's purpose. The existing vision and mission have not been revised to reflect the philosophy and concepts of PERFORM. The principal, in her overview, identified the need to revise the mission and vision, using a "... systematic, inclusive, and comprehensive process." She also shared the importance of engaging "all stakeholders through more opportunities to shape decisions, solicit feedback and work collaboratively on school improvement efforts." The school's vision, mission and slogan are communicated via the student handbook and displayed throughout the school campus.

Improvement Priority

Review and evaluate the effectiveness of existing supervision and evaluation procedures. Identify and implement strategies to ensure that the process results in improved professional practices and student success.

(Indicator 2.6, Indicator 3.4)

Primary Indicator

Indicator 2.6

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in an attachment to this report, indicates a significant drop in student achievement from 2013-2014 to 2014-15 on the Kentucky Performance Rating for Educational Progress (KPREP) assessment. Achievement and gap scores in reading, math, social studies, and writing scores all declined. These data do not suggest that the school has established and is effectively implementing monitoring, supervision, and evaluation procedures that are resulting in improvement in professional practice and student learning.

Classroom Observation Data:

Classroom observation data, as detailed previously in this report, reveal widely varying levels of instructional effectiveness suggesting that supervision, evaluation, and monitoring procedures are not effective in ensuring all students are provided equitable and challenging learning experiences. For example, instances in which students had "differentiated learning opportunities and activities that meet his/her needs" were evident/very evident in 29 percent of classrooms.

Stakeholder Survey Data:

Survey data revealed inconsistencies in perception between administrators and teachers regarding the effectiveness of feedback that administrators provide to teachers about instructional practices. Although 100

percent of administrators agreed/strongly agreed with the statement, “Our school’s leaders ensure that all staff members use supervisory feedback to improve student learning,” only 70 percent of teachers agreed/strongly agreed with the same statement, suggesting that 30 percent of teachers may not have the same perception of the effectiveness of feedback they receive. Findings from a review of recent student achievement data and classroom observation results are congruent with the perception that feedback is not consistently and positively impacting classroom practices.

Stakeholder interviews:

Interview data revealed that the principal and assistant principals provide teachers with written feedback as part of the walk-through process, using 3-2-1 and the eWalk data collecting tool. However, interview data also showed that much of the feedback was sporadic, and from some of the teachers’ view, lacked specificity.

Documents and artifacts:

A review of documents and artifacts shows that the school uses the Teacher Professional Growth and Effectiveness System (TPGES) to provide systematic supervision and evaluation that is focused on the continuing professional growth and development of teachers.

A review of the Western Middle School Staff Handbook reveals that expectations for instruction and systems to monitor and support teachers as they work to implement the expectations have been articulated. For example, the Western Middle School Staff Handbook identifies that “lesson plans should reflect varied teaching methods to meet all students’ learning styles and needs. Goals and objectives should be listed.” It further identifies that “Mrs. Rice or her designee will review lesson plan weekly.” Instructional expectations include the statement, “All teachers are expected to provide Rigorous, Relevant, Engaging, and Differentiated (RRED) Instruction every period, every day through using data to inform instruction.” The schedule for observations says, “they will be conducted throughout the school year. One observation will be scheduled; all others may or may not be scheduled.”

The Team recognizes that supervision and evaluation systems are in place and implemented, however, the concern is they are not proving to be effective in improving teachers’ professional practice and thereby raising student achievement or ensuring consistent implementation of expected school-wide instructional practices , i.e., Rigorous, Relevant, Engaging, and Differentiated (RRED).

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.67
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.	3.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.33
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.	3.00

Conclusion

The Diagnostic Team's review of artifacts, interviews and observations highlighted the following as strengths of the school:

1. The resiliency of the administrators, teachers, parents, and staff during the past five years and their capacity to maintain focus in spite of the significant changes the school has experienced since July 2009.
2. School leadership has identified and established critical structures to facilitate continuous improvement, the professional learning and growth of the staff and identified and communicated expectations for teaching (RRED) and learning outcomes.
3. The systematic implementation of the Embedded Professional Development provides a critical structure for ongoing professional learning.
4. The recent implementation of "M&M," (Mentor/Mentee) the school-wide student advocacy program.
5. The Extended Day Program and the What I Need (WIN) program provide ongoing enrichment and focused intervention and remediation to meet students learning needs.

The school has been on a continuous improvement journey that began in July 2009 when it was ranked in the fourth percentile and identified as one of the lowest performing schools in Kentucky. As part of the turnaround process, the school changed from a neighborhood school to a district wide magnet school in the 2010-11 school year. Since 2009, the school has experienced turnover in administrators. A principal was removed after the determination was made he did not have the capacity to lead the school, and a new principal was appointed in July 2009. This principal remained until the current principal began in February 2013. A State Recovery Team was assigned to the school to provide additional instructional support during the critical process to identify and implement systems to improve student learning, increase the instructional capacity of the staff and ultimately raise test scores.

The school was on a positive trajectory, and test scores incrementally improved between the 2010-2014 school years. Then in 2013-2014, some students from a closing neighborhood middle school were transferred into Western Middle School, resulting in significant adjustments in order to maintain its status as a district wide magnet school that provides visual arts (e.g., music, dance drama) focus. The school is now working to recalibrate its efforts as a result of the significant decline in student performance results from 2013-14 to 2014-15.

As a result of the work to identify and implement structures to facilitate continuous improvement, the professional learning and growth of the staff and the identification and communication of expectations for teaching (RRED) and learning outcomes, the school is poised to improve student learning and achievement. School leaders and staff have a significant challenge, which can only be accomplished by creating a sense of urgency, systematically monitoring and evaluating the efficacy of these structures, providing students a rigorous learning environment, setting and expecting high expectations for all students regardless of their ability level and increasing the willingness and capacity of all staff to meet the learning needs of all students.

This report outlines Improvement Priorities identified by the Diagnostic Review Team as the result of a review

of artifacts, conducting classroom observations and interviews. The implementation of these Improvement Priorities will require a shared commitment and focused decision making by all stakeholders, including district and school administrators, teachers, support staff, and parents.

Improvement Priorities

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

- Develop, implement, and evaluate the effectiveness of a systematic and inclusive process to review, revise and communicate the school's purpose and direction for student success.
- Develop, implement, and monitor systematic mentoring, coaching, and induction programs for all staff that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Ensure that these programs set high expectations for all school personnel and include valid and reliable measures of performance to ensure the programs are meeting the needs of teachers.
- Identify, implement and monitor for effectiveness a systematic process whereby faculty, staff, and school leaders analyze and use findings from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. Provide ongoing training and support for professional and support staff in the evaluation, interpretation and use of data, and require that data are used to inform decisions that result in improved student learning and increase organizational effectiveness.
- Identify, systematically implement and monitor instructional strategies that (1) clearly inform students of learning expectations and standards of performance, (2) consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self-reflection and learning activities that develop critical thinking skills, as well as use technology as a learning tool, and (3) provide differentiation to address individual learning needs of each student.
- Review and evaluate the current status of Professional Learning Communities, including the processes, strategies and design. Implement and monitor a plan to ensure that the teacher collaboration results in improved professional practices and increased student learning.
- Review and evaluate the effectiveness of existing supervision and evaluation procedures. Identify and implement strategies to ensure that the process results in improved professional practices and student success.

Addenda

Team Roster

Member	Brief Biography
Dr. Donna James	<p>Dr. Donna James is completing her eighth year as the AdvancED North Carolina Director. She earned a BS degree in Elementary Education from Fort Hays Kansas State University, a MA in Education Administration and Ed.D. in Education Leadership from Western Carolina University.</p> <p>Her career experience of 40 years include service as Director of Elementary Education and Professional Development, Initially Licensed Teacher Coordinator, elementary principal, assistant principal, and elementary teacher for Buncombe County Schools, Asheville, North Carolina.</p> <p>Dr. James served on the AdvancED Standards Committee responsible for writing the current AdvancED Standards for Quality Schools and Systems. She also served on the AdvancED Committee responsible for writing the current AdvancED Early Learning Standards. She is a member of the AdvancED Professional Learning Team.</p> <p>Dr. James is an Affiliate for the graduate faculty for Western Carolina University and teaches the Teacher as Leader Course.</p>
Mr. Darrell G. Daigle	<p>Darrell Daigle is the Education Recovery Leader at Christian County High in Hopkinsville, KY. He was a teacher and assistant principal at Henderson County High School in Henderson, KY. He was also Director of Secondary Education and Executive Director of Academic Services and Research for the Henderson County Schools. Darrell received his BA in English from Indiana State University Evansville, an MS from the University of Southern Indiana, a Rank 1 in Ed Leadership from Western KY University, and completed superintendent certification from Murray State University.</p>
Mrs. Stephanie Martin	<p>In the 25 years Stephanie Martin has been an educator, she has served as a teacher, curriculum coordinator, and principal. Her teaching experience includes schools in Miami, Florida as well as Kentucky, serving kindergarten through eighth grade. Currently she is the principal of Jody Richards Elementary School, which serves preschool to sixth grade, in the Warren County Public Schools in Bowling Green, KY.</p>
Mrs. Cammy Sadler	<p>In the 26 years Cammy Sadler has been an educator, she has served as a special education teacher, RTI coordinator, and curriculum specialist. Currently she is employed by the Kentucky Department of Education as an Educational Recovery Specialist.</p>
Mrs. Rebecca Shearer	<p>Rebecca Shearer is a 1998 graduate of Eastern Kentucky University and has served as an educator for the past eighteen years in the Lincoln County School System. She taught for thirteen years in the special education department at Lincoln County High School in both resource and collaboration classrooms. Additionally, she has served at both the school and district level as special education facilitator managing the day to day operations of the special education program. Rebecca is currently serving the students and staff of Lincoln County High School as Academic Performance Coach where she works with individual teachers and professional learning communities to improve the professional practices in the classroom.</p>

Member	Brief Biography
Mr. Todd Watts	<p>Mr. Todd Watts has served in the education profession for seven years. He holds a bachelor's degree in English/Secondary Education and a master's degree in school administration. After receiving his initial teaching certification, he taught English/Language Arts at Mason County High School in Maysville, KY from 2009-2015. During his tenure at Mason County, he taught courses in English 9, English 10, Pre-AP English 10, AP English Language/Composition, and Speech & Drama. Mr. Watts also served as a Ron Clark Teacher Leader, a district initiative where teachers attended the Ron Clark Academy and shared expertise in engaging classroom environments, curriculum, and instructional strategies.</p> <p>He currently serves as the assistant principal of Fleming County High School in Flemingsburg, KY.</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

School Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	56.9	57.9	63.1	Yes	Yes	
2014-2015	63	64	56.6	No	Yes	N/A

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

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading	45.3	51.1	49.7	53.1	43.6	53.8
Math	29.4	40.7	35.4	44.9	24.7	42.8
Science	55.6	61.2	49.4	64.2	N/A	N/A
Social Studies	40.7	59.2	61.5	59.4	43.6	58.6
Writing	35.6	43.3	39.6	43.8	23.3	39.1
Language Mech.	32.8	43.8	27.4	40.3	36.4	46.1

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

Tested Area (2014-2015)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	41.9	34.2	No	39.8	30	No
Reading	47.4	43.7	No	45.1	39.4	No
Math	36.2	24.7	No	34.5	20.6	No
Science	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	44.9	43.6	No	44.4	38.8	No
Writing	38.9	23.4	No	37.3	20.4	No

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State							
English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
44.2	60.7	14.5	31.6	24.8	39.5	5.5	15.3

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.47	2.43	2.11	2.30	9.3	P
Practical Living	1.68	2.17	1.56	2.33	7.7	NI
Writing	2.22	2.13	2.44	2.57	9.4	P

Summary of Student Performance Data:

- Reading scores dropped by 1.7 points from the 2013 assessment and 6.1 points from the 2014 assessment.
- Math scores dropped by 4.7 points from the 2013 assessment and 10.7 points from the 2014 assessment.
- Social Studies scores dropped by 17.9 points from the 2014 assessment.
- Writing scores dropped by 12.3 points from the 2013 assessment and 16.3 points from the 2014 assessment.
- On the 2015 assessment, the percentage of students scoring P & D in reading was 10.2 points below state average.
- On the 2015 assessment, the percentage of students scoring P & D in math was 18.1 points below state average.
- On the 2015 assessment, the percentage of students scoring P & D in social studies was 15 points below state average.
- On the 2015 assessment, the percentage of students scoring P & D in writing was 15.8 points below state average.
- The school failed to meet any of its Proficiency and Gap Targets.
- The school missed achieving its AMO Target by 6.4 points.

- **Student performance overall was higher on the 2013 Assessment and was approaching state averages, but the 2015 scores dropped significantly in all areas.**

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

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

1. 100 percent of staff members agreed/strongly agreed with the statement, **"Our school uses data to monitor student readiness and success at the next level."**
2. 86.7 percent of staff members agreed/strongly agreed with the statement, **"In our school, all staff members use student data to address the unique learning needs of all students."**
3. 87 percent of staff members agreed/strongly agreed with the statement, **"In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills."**
4. 87 percent of staff members agreed/strongly agreed with the statement, **"All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum. Additionally, 90 percent of parents** agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."
5. 93 percent of staff members agreed/strongly agreed with the statement, **"In our school, all staff members participate in continuous professional learning based on identified needs of the school."**
6. **88 percent of students agreed/strongly agreed with the statement,** "All of my teachers explain their expectations for learning and behavior so I can be successful."
7. **87 percent of students agreed/strongly agreed with the statement,** "In my school, the principal and teachers have high expectations of me."
8. **91 percent of students agreed/strongly agreed with the statement,** "In my school, programs and services are available to help me succeed."

Delta:

1. Only 60 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Additionally, only 58 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Only 53 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning." Additionally, only 58 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers report on my child's progress in easy to understand language."
3. Only 58 percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."

Leadership Capacity

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

1. 87 percent of staff members agreed/strongly agreed with the statements, **“Our school's leaders hold all staff members accountable for student learning”** and **“Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”**
2. 94 percent of staff members agreed/strongly agreed with the statement, **“Our school's leaders expect staff members to hold all students to high academic standards.”**
3. 93 percent of staff members agreed/strongly agreed with the statement, **“Our school leaders monitor data related to school continuous improvement goals.”**
4. 93 percent of parents agreed/strongly agreed with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”

Delta:

1. Only 50 percent of staff members agreed/strongly agreed with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”

Resource Utilization

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

1. 94 percent of staff members agreed/strongly agreed with the statement, **“In our school, a professional learning program is designed to build capacity among all professional and support staff members.”**
2. 93 percent of parents agreed/strongly agreed with the statement, “My child has at least one adult advocate in the school.” 70 percent of students agreed/strongly agreed with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”

Delta:

1. 56% of staff members agreed/strongly agreed with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.”



2015 School Diagnostic Review Schedule

Western Middle School

Sunday, Nov. 15, 2015

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal’s Overview Presentation and Standards Presentation –	Hotel Conference Room	Diagnostic Review Team Members
7:30 – 8:30	Team Work Session #1 (Agenda provided by Lead Evaluator)	Hotel Conference Room	Diagnostic Review Team Members

Monday, Nov 16, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:15 a.m.	Team arrives at school	School office	Diagnostic Review Team Members

8:30 - 9:50 a.m.	Principal interview	Team Meeting Room	Diagnostic Review Team
9:50 – 11:15	Begin school and classroom observations	Classrooms	Diagnostic Review Team Members
11:20 a.m.-11:50 p.m.	Lunch & Team Meeting	Team Meeting Room	Diagnostic Review Team
11:50 – 12:30 p.m.	School and classroom observations continue	Classrooms	Diagnostic Review Team Members
12:35 – 1:00 p.m.	School and classroom observations continue	Classrooms	Diagnostic Review Team Members
1:05 – 1:25 p.m.	Break	Team Meeting Room	Diagnostic Review Team
1:30 – 2:20 p.m.	School and classroom observations continue Interview Students	Classrooms TBD	Diagnostic Review Team Members
2:20 – 3:30 p.m.	Review of paper artifacts and documentation that could not be provided electronically. Interview Parents	Team Meeting Room TBD	Diagnostic Review Team Members
3:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 – 6:00 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:00 – 9:00 p.m.	Evening Work Session #2 (Agenda provided by Lead Evaluator) Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members

Tuesday, Nov 17, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 8:30 a.m.	One staff interview Review of paper artifacts and documentation that could not be provided electronically		Diagnostic Review Team members
8:30 – 9:25 a.m.	Continue interviews - Staff		Diagnostic Review Team Members
9:30 – 12:50 a.m.	Continue artifact review, staff interviews and eleots not completed		Diagnostic Review Team Members
12:50 a.m.-1:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
1:30 -3:30 p.m.	Artifacts review Complete staff interviews Break at 2:20		Diagnostic Review Team Members
5:00 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator)	Hotel Conference Room	Diagnostic Review Team Members



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 Western Middle School.

Improvement Priority 1

Indicator 3.9	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.	1	3	3

3.9 Improvement Priority (2013-14) Develop and implement a formal structure to provide each student with an adult advocate, ensuring the advocate focuses on the development of the student’s learning skills, thinking skills, and life skills.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence: Weekly schedule of M & M (mentor/mentee), lesson plans for M & M, (mentor/mentee) teacher/student assignments for M & M (see attached)</p>
<p>School Supporting Rationale: School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the students. All students participate in the structure. The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills and life skills.</p>

Team Evidence:

Partnership with Southern Regional Education Board (SREB) provided:

- Technical Assistance
- Research based strategies
- Professional development
-

Mentors and Mentees Advocacy: Success for All Students PowerPoint identified:

- Definition of advocacy
- Purpose of the program
- Procedures for implementation
- Outline of goals and expected outcomes

Student, teacher, parent interviews substantiated stakeholder awareness of the program and positive reaction to the recent implementation of the M and M program.

A review of the Missing Piece component of the Self Assessment Diagnostic supports that the advocacy program is in place at the school (p. 54, #1, "School staff assures that every student has an adult advocate" was rated at the Proficient level.

Copy of the master schedule identifies time for M and M groups.

Survey data

Team Supporting Rationale:

All categories of school personnel lead weekly M and M sessions which provide the formalized opportunity to build relationships over time in order to ensure students' needs are met regarding the development of learning, thinking, and life skills

School Diagnostic Review Summary Report

Western Middle School

Jefferson County Public Schools

11/15/2015 – 11/18/2015

The members of the Western 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 Western Middle School to continue her 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 Western Middle School.

Principal, Western Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____