Report of the Diagnostic Review Team for Westport Middle School

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Table of Contents

Introduction . . . 4
Results . . . 8
Teaching and Learning Impact . . . 8
Standard 3 - Teaching and Assessing for Learning . . . 9
Standard 5 - Using Results for Continuous Improvement . . . 10
Student Performance Diagnostic . . . 10
Effective Learning Environments Observation Tool (eleot™) . . . 11
eleot™ Data Summary . . . 14
Findings . . . 17
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
Findings . . . 25
Conclusion . . . 28
Addenda . . . 30
Team Roster . . . 30
About AdvancED . . . 32
References . . . 33
Attachments . . . 34

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

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

Powerful Practices

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

Improvement Priorities

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

The Review

Westport Middle School hosted a Diagnostic Review on November 15-18, 2015. Prior to the on-site review, the Lead Evaluator and Associate Lead Evaluator met on October 27, 2015, to discuss the following topics: 1) Team Workspace, 2) Final Report, 3) Kentucky specific documents and diagnostics, 4) Diagnostic Review Report from January 2014, 5) Student Performance Data and 6) classroom observations. The nine member Diagnostic Review Team participated in an online meeting on October 29, 2015, that included a review of several topics: 1) Logistical concerns for the review, 2) Workspace documents, 3) Dropbox and evidence, 4) Team member ratings spreadsheet, 5) Classroom observations and 6) Standards assignments.

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The Lead Evaluator communicated by phone and email with the principal prior to the Diagnostic Review. The primary focus of these contacts was to develop interview schedules and locations, as well as to determine availability of staff for observation purposes. These conversations also helped to identify additional supporting evidence, which was then made accessible through Dropbox.

The Diagnostic Review Team convened for its first on-site meeting on Sunday, November 15, 2015. The Westport Middle School principal presented an overview of the school's progress since the previous Diagnostic Review that was conducted in January, 2014. Because the principal is in his first year, he also focused on improvements since his hiring. The principal discussed the school ratings and shared progress toward each of the original three Improvement Priorities. Finally, he provided an overview of the key initiatives that have been implemented.

The Diagnostic Review Team began its on-site work on November 16, 2015. Over the three day on-site visit, the Team conducted interviews with leadership personnel, teachers, parents, students, support staff, and community members. The Diagnostic Review Team also conducted classroom observations using the eleot™ classroom observation tool. The Review Team met for several hours on the evenings of November 16 and November 17 to review interview data, discuss additional evidence, rate each of the 33 indicators and identify Improvement Priorities.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Westport Middle School for the warm welcome that was extended to each team member throughout the visit. The school's administrative staff is commended for their thorough preparation, prompt response to the Team's varied requests and commitment to being integral partners in the process. Throughout the Diagnostic Review the school leaders, faculty and staff were straightforward, thoughtfully reflective and open in discussing the continuous improvement efforts at Westport Middle School. School leaders planned and conducted the Internal Review comprehensively and with transparency. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review to the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were provided quickly, were well organized by standards and easily accessed by the Diagnostic Review Team members.

A total of 49 stakeholders were interviewed and 41 classrooms were observed during the Diagnostic Review. Three core classrooms were not observed, as the teachers in those classrooms were absent at the time the Review Team was on-site. Data gathered through classroom observations and stakeholder interviews were examined along with other evidence to support the findings of the Diagnostic Review.

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.

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Stakeholder Interviewed	Number
Administrators	4
Instructional Staff	18
Support Staff	15
Students	9
Parents/Community/Business Leaders	3
Total	**49**

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

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Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	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.	2.25
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.38
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.88
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.88
3.6	Teachers implement the school's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
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.	2.62

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Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.88
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.	2.12
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	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.	2.12

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	3.50
Test Administration	3.50
Equity of Learning	1.25
Quality of Learning	2.00

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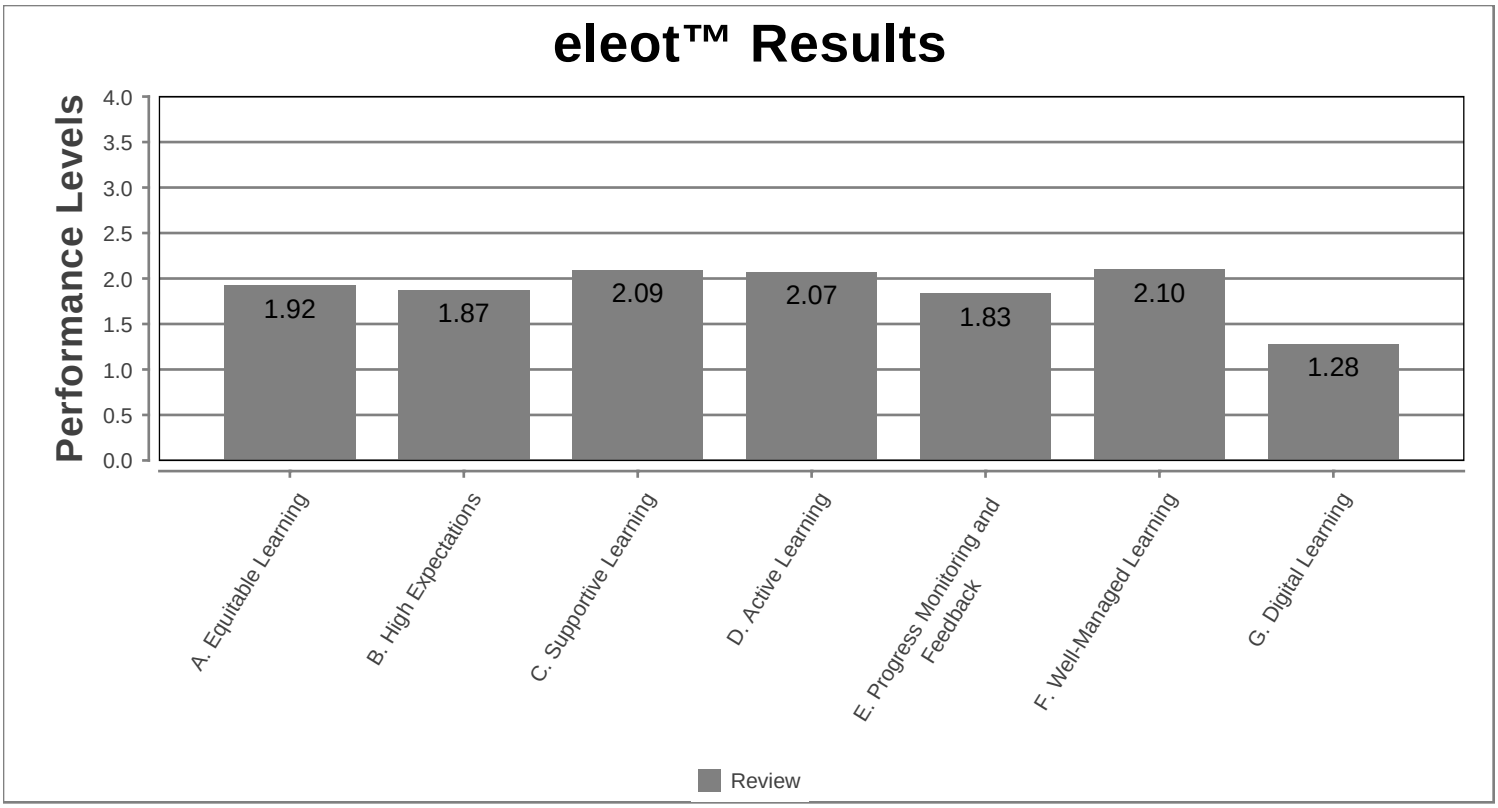
Effective Learning Environments Observation Tool (eleot™)

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

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



The Diagnostic Review Team conducted 41 classroom observations using the eleot™ classroom observation tool. All core classrooms, with the exception of three classes that had substitutes during the three day review, were observed.

Ratings for six of the seven Learning Environments fell roughly at the two level, between 2.09 and 1.84, while only one environment, Digital Learning, was well below the two level at 1.28 on a four point scale. Observation

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data suggest widely varying levels of effectiveness across the school for all environments. In other words, effective practices and conditions were evident for each of these environments, but only in a limited number of classrooms. For example, instances in which students had "differentiated learning opportunities and activities that meet her/his needs" (A1) was very evident in 2.4 percent of classrooms, evident in 10 percent of classrooms, and somewhat evident, (meaning observers detected these conditions, opportunities, etc., only once or twice) in 46 percent of classrooms, and not observed in 41 percent of classrooms.

Of particular concern to the Team is that these important learning conditions were detected infrequently: 1) differentiated instruction that met needs of all students, 2) opportunities for students to work collaboratively on learning activities, 3) academic rigor, 4) authentic student engagement, 5) well-managed environments, 6) formative assessment practices, and 7) use of technology by students as a learning tool.

The Equitable Learning Environment received an overall rating of 1.92 on a four-point scale. A relative strength within this learning environment is "equal access to classroom discussions, activities, resources, technology and support" (A2) which received a rating of 2.40 and was evident/very evident in 48 percent of classrooms. These somewhat higher ratings stemmed from students having equitable access or opportunity to participate in discussions and/or ask or answer teacher questions.

Instances in which students had "differentiated learning opportunities" (A1) were evident/very evident in 12 percent of classrooms. Observers noted that nearly all instruction was teacher-centered, whole group, and predominately lecture.

The High Expectations Learning Environment received an overall rating of 1.87 on a four-point scale. Only two other environments received lower overall ratings. The "knows and strives to meet high expectations" (B1) indicator was the highest rated in this environment (2.15 on a four-point scale). Instances in which students demonstrated these behaviors and dispositions were evident/very evident in 34 percent of classrooms and somewhat evident in 46 percent of classrooms.

Instances in which students were "engaged in rigorous coursework, discussions, tasks" (B4) were evident in 12 percent of classrooms. Similarly, instances in which students were "asked and responded to questions that require higher order thinking" (B5) were evident in 22 percent of classrooms. Both ratings suggest significant leverage points for improvement in instructional practice and/or curriculum development that are closely associated with higher levels of student engagement and performance.

The Supportive Learning Environment received an overall rating of 2.09 on a four-point scale. Only one other environment received a higher overall rating. Instances in which students were provided "support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 44 percent of classrooms which is the highest rated indicator within this environment. These results appear to stem from students being able to easily seek help or clarification from their teachers as well as teachers' willingness to provide that support.

Instances in which students were provided "additional/alternative instruction and feedback" (C5) were

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evident/very evident in 29 percent of classrooms. School leaders should note that this indicator is associated with the use of differentiated or individualized instruction based on student need which may be accomplished by students being provided opportunities to work in small groups, having access to supplementary materials and resources, etc.

The Active Learning Environment received an overall rating of 2.07 on a four-point scale. A relative strength within this environment is "opportunities to engage in discussions with teacher and other students" (D1), which was evident/very evident in 42 percent of classrooms.

Instances in which students were "actively engaged in the learning activities" (D3) were evident/very evident in 27 percent of classrooms. Observers detected that evidence of students active engagement was apparent once or twice, or somewhat evident, in 61 percent of classrooms. These results suggest that student engagement and active learning could represent significant leverage for improvement in student achievement.

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.83 on a four-point scale, making it the second lowest rated environment. Many of the indicators in this environment are closely associated with formative assessment practices, including, "asked and/or quizzed about individual progress/learning" (E1) which was evident in 15 percent of classrooms. The opportunities, conditions and practices associated with this environment were not observed in 49 percent of the classrooms, representing a relatively large percentage of classrooms where these important conditions and practices were not observed and suggesting a possible focus for future professional development.

The Well-Managed Learning Environment received an overall rating of 2.10 on a four-point scale and was the highest rated environment. Instances in which students demonstrated that they knew "classroom routines, behavioral expectations and consequences" (F5) were evident in 41 percent and somewhat evident in 46 percent of classrooms, suggesting that the effective teaching of classroom procedures and routines lacks consistency across the school. Similarly, "speaks and interacts respectfully with teachers and peers" (F1) while evident/very evident in 39 percent of classrooms was only somewhat evident in 46 percent of classrooms, indicating that observers detected these favorable conditions and behaviors only once or twice during the observation. Data and information from the Well-Managed Learning Environment regarding the classroom and school management of student behavior, while the highest rated environment, offer a clear area of leverage for improvement in school effectiveness and student achievement.

The Digital Learning Environment received an overall rating of 1.28 on a four-point scale and was the lowest rated environment. Instances in which students were provided opportunities to use technology as learning resources and tools were extremely limited. These results may also be associated with the lack of differentiated instruction, active engagement, challenge, rigor, etc.

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eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.73	Has differentiated learning opportunities and activities that meet her/his needs	2.44%	9.76%	46.34%	41.46%
2.	2.41	Has equal access to classroom discussions, activities, resources, technology, and support	2.44%	46.34%	41.46%	9.76%
3.	2.15	Knows that rules and consequences are fair, clear, and consistently applied	2.44%	34.15%	39.02%	24.39%
4.	1.39	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	7.32%	24.39%	68.29%
Overall rating on a 4 point scale: 1.92						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.17	Knows and strives to meet the high expectations established by the teacher	2.44%	31.71%	46.34%	19.51%
2.	2.07	Is tasked with activities and learning that are challenging but attainable	0.00%	31.71%	43.90%	24.39%
3.	1.39	Is provided exemplars of high quality work	4.88%	4.88%	14.63%	75.61%
4.	1.83	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	12.20%	58.54%	29.27%
5.	1.90	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0.00%	21.95%	46.34%	31.71%
Overall rating on a 4 point scale: 1.87						

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C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.02	Demonstrates or expresses that learning experiences are positive	4.88%	21.95%	43.90%	29.27%
2.	2.10	Demonstrates positive attitude about the classroom and learning	4.88%	21.95%	51.22%	21.95%
3.	2.00	Takes risks in learning (without fear of negative feedback)	2.44%	26.83%	39.02%	31.71%
4.	2.37	Is provided support and assistance to understand content and accomplish tasks	4.88%	39.02%	43.90%	12.20%
5.	1.98	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	2.44%	26.83%	36.59%	34.15%
Overall rating on a 4 point scale: 2.09						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.24	Has several opportunities to engage in discussions with teacher and other students	4.88%	36.59%	36.59%	21.95%
2.	1.78	Makes connections from content to real-life experiences	0.00%	17.07%	43.90%	39.02%
3.	2.20	Is actively engaged in the learning activities	4.88%	21.95%	60.98%	12.20%
Overall rating on a 4 point scale: 2.07						

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E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.66	Is asked and/or quizzed about individual progress/learning	0.00%	14.63%	36.59%	48.78%
2.	2.02	Responds to teacher feedback to improve understanding	0.00%	31.71%	39.02%	29.27%
3.	2.00	Demonstrates or verbalizes understanding of the lesson/content	0.00%	24.39%	51.22%	24.39%
4.	1.63	Understands how her/his work is assessed	0.00%	17.07%	29.27%	53.66%
5.	1.83	Has opportunities to revise/improve work based on feedback	2.44%	21.95%	31.71%	43.90%
Overall rating on a 4 point scale: 1.83						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.27	Speaks and interacts respectfully with teacher(s) and peers	2.44%	36.59%	46.34%	14.63%
2.	2.27	Follows classroom rules and works well with others	2.44%	34.15%	51.22%	12.20%
3.	2.07	Transitions smoothly and efficiently to activities	0.00%	29.27%	48.78%	21.95%
4.	1.59	Collaborates with other students during student-centered activities	0.00%	19.51%	19.51%	60.98%
5.	2.29	Knows classroom routines, behavioral expectations and consequences	0.00%	41.46%	46.34%	12.20%
Overall rating on a 4 point scale: 2.10						

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G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.32	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0.00%	9.76%	12.20%	78.05%
2.	1.37	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.44%	9.76%	9.76%	78.05%
3.	1.15	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	4.88%	4.88%	90.24%
Overall rating on a 4 point scale: 1.28						

Findings

Improvement Priority

Develop, implement and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students. (Indicator 3.3)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachment of this report, do not suggest that the school has been highly effective in consistently implementing instructional approaches that ensure students are authentically engaged in their learning. For example, assessment results show the percentage of students scoring at the proficient/distinguished levels on Kentucky Performance Rating for Educational Progress (KPREP) Assessments was significantly below the state average in all tested areas over the last three years. The school's overall accountability score decreased by 1.6 points from 2013 - 2014 to 2014 - 2015. Though academic performance data show small increases in reading, math and language mechanics, in other areas scores have actually decreased. The 2015 School Report Card indicates that 23.4 percent of students performed at the proficient and distinguished level in writing while three times that many, 76.5 percent, performed at the novice or apprentice levels. Similarly, 69.6 percent of students performed at the novice and apprentice level in math with 28.4 percent performing at the proficient and distinguished level. Data indicate the

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school did not meet its Proficiency and Gap Delivery Targets in all content areas. The percentage of students reaching benchmark on the EXPLORE assessment was below state average in all content areas for 2014 – 2015. The average scores in each content area on the EXPLORE assessment have fallen over the last three years with the exception of science, which remained unchanged in 2013 – 2014 and 2014 – 2015.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, do not consistently reveal the use of research-aligned instruction and assessment practices that authentically engage students in their learning or address individual learning needs. For example, rigorous coursework (B4) was evident/very evident in 12 percent of classrooms and higher order thinking questions (B5) were evident/very evident in 22 percent of classrooms. In addition, instances in which students had opportunities to make connections from content to real-life experiences (D2) were evident/very evident in 17 percent of classrooms. Observers noted that students rarely used digital tools. Instances of students, for example, using technology to gather, evaluate, and/or use information for learning was evident/very evident in 10 percent of the classrooms. Data indicate the modality of instruction was predominantly direct instruction supported by print material (e.g., worksheets, textbooks).

Stakeholder Survey Data:

Survey data are mixed and suggest limited agreement among all three stakeholder groups that the school policies, practices, conditions and culture support the use of highly engaging instructional strategies and provide opportunities for personalized learning. For example, 69 percent of staff indicated that they agreed/strongly agreed with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills” suggesting that a significant portion of the staff, nearly 30 percent, could not confirm the existence of these effective practices across the school. Similarly, 63 percent of students indicated that they agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.” Parent perceptions were somewhat more favorable. Seventy-eight percent of parents indicated that they agreed/strongly agreed with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

Stakeholder Interviews:

In interviews, teachers and administrators pointed to the new Professional Learning Community (PLC) framework as the way teachers plan instruction. However, teachers noted that the focus of PLC work has been and continues to be on data analysis and development of Common Formative Assessments. In addition, staff and student interview data reveal instructional time was often lost due to behavioral disruptions which may contribute to the absence of engaging and effective instructional strategies.

Documents and artifacts:

Review of documents and artifacts show the focus of classroom walkthrough data has been on Domain 2:

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Classroom Environment - “Creating an Environment of Respect and Rapport and Establishing a Culture of Learning.” The degree to which the school is monitoring the use of engaging and effective instructional strategies was unclear.

Improvement Priority

Develop, implement, and monitor a school wide “Instructional Process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work and 3) given multiple opportunities to demonstrate understanding of content through daily formative assessments. Further ensure that the implementation of the instructional process requires the consistent use of assessment data (including formative assessment data) to inform instructional modifications (e.g., differentiated/individualized instruction) and that students are provided specific and timely feedback about their learning.
(Indicator 3.6)

Primary Indicator
Indicator 3.6

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an attachment to this report and discussed previously, are consistently well below the state average. This suggests that the school has not established policies, practices and conditions that ensure a consistently implemented, well-defined instructional process that uses formative assessment data to guide modifications or adaptations to instruction.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, do not point to the existence of a school wide instructional process that is being systematically implemented. Observers did not detect consistent procedures (e.g., post learning targets, reference to learning objectives at the outset of the class period, conclude lessons with reflection on learning objectives) used to inform students of learning expectations. For example, “activities and learning that are challenging but attainable” (B2) was evident/very evident in 32 percent of classrooms. The use of “exemplars of high quality (student) work” (B3) to communicate learning expectations was evident/very evident in 10 percent of classrooms. Formative assessment practices, in general, were seldom observed. Also instances in which teachers “asked and/or quizzed (students) about individual progress/learning” (E1) were evident in 15 percent of classrooms and “opportunities (for students) to revise/improve their work based on feedback” (E5) were evident/very evident in 24 percent of classrooms.

Stakeholder Survey Data:

Stakeholder survey data are mixed and suggest the degree to which some components of an instructional process exist varies across the school. For example, 79 percent of staff indicated that they agreed/strongly

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agreed with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Similarly, though 82 percent of students indicated that they agreed/strongly agreed with the statement, “All teachers explain their expectations for learning and behavior so I can be successful” the use of a consistent process to communicate learning expectations to students was not substantiated through classroom observations. Sixty-six percent of staff agreed/strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning” suggesting that this component of the learning process occurs to a limited extent. Seventy-three percent of staff members indicated that they agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise curriculum” while sixty-three percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs” suggesting that using data to modify or adapt instruction occurs inconsistently across the school.

Stakeholder Interviews:

Teacher and administrator interview data consistently reveal that the school has not formally identified an “Instructional Process” that ensures students are clearly informed about learning expectations and standards of performance. A clearly defined instructional process that encompasses policies and procedures that ensure students are provided specific and timely feedback about their learning has not been established.

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Leadership Capacity

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

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

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

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

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

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Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
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.	2.00

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.	2.62
2.2	The governing body operates responsibly and functions effectively.	2.75
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.	2.75
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.12
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.25

Stakeholder Feedback Diagnostic

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

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

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

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Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.62
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.12
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.00

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Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	1.75

Findings

Improvement Priority

Create and implement a clearly defined, systematic and collaborative process by which personnel can determine the counseling, assessment, referral, educational, and career planning needs of all students. Use information generated from this determination to design, implement, and coordinate programs and services to effectively address student needs and, in particular, to intervene for students whose behaviors are persistently disruptive. Ensure that student support programs and services include both those provided by the school/school system and community organizations and agencies. Further establish valid and reliable measures to determine effectiveness for support services and programs and use data to guide continuous improvement.
(Indicator 4.7)

Primary Indicator
Indicator 4.7

Evidence and Rationale
Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning section of this report, indicate that improvement in the management of student behavior represents a very significant leverage point for improvement in student performance. Of particular concern to the Team is that the Well-Managed Learning Environment received an overall rating of 2.10 rating on a four-point scale. During classroom and school observations, team members observed serious student misconduct (e.g., vulgar language, aggressive behavior, throwing books, running in the hallways and down staircases, yelling in the hallways, disrespect to teachers, disrespect to peers, disregard of published rules) in both classrooms and common areas that was ignored or inconsistently addressed by staff. In addition, the Team found no evidence that programs or services for these students had been identified or was being systematically provided.

Stakeholder Interviews:

Staff members were consistently unable to define or explain the school's process for identifying student needs or clearly articulate existing school or community support services that were available to address individual student needs. While several staff members shared during team meetings that they occasionally discuss students' academic progress and behavior, no systemic process exists to identify and refer students needing tiered supports. In addition, staff members were unaware that the Jefferson County Public School (JCPS) Response to Intervention (RTI) behavior plan existed and was used for behavioral support and management.

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In general, faculty and staff report no mental health counseling exists, and only one staff member indicated any awareness of these services.

Staff interviews also indicated that roles and responsibilities of support staff are not clearly defined; thus, students are unable to access those staff members who could secure the support or help that students need. Many staff members, e.g., counselors, social workers, and others, who could have active roles securing/providing needed supports for students are otherwise engaged in the management of multiple and ongoing student behavior crises.

Student interview data indicate that learning is impeded by the behavior of students. One student indicated that the school "could be good academically but behavior is bad." Another student remarked that "teachers have no control of classes." Students also revealed that disruptive students faced few repercussions. Staff and students agreed that academic performance is inhibited by non-academic factors and that outside professional support for some students was needed and should be identified and provided.

Documents and Artifacts:

A review of documents revealed a blank “Neighborhood Place Referral” form for Jefferson County Public School (JCPS) Program Specialist, dated 2015. Despite the presence of this artifact, the Team found no evidence (e.g., completed forms, staff referrals) to suggest that the form is actually used. With the exception of one staff member who referenced a referral form that is no longer in use, all other staff members indicated they sometimes rely on the Youth Service Center coordinator to obtain student services.

Although the Team identified a JCPS Tiered behavior plan, no evidence was found that the plan was being used to provide tiered behavioral intervention.

Stakeholder Survey Data:

Stakeholder Survey data indicate a need for the school to include services to systematically support the academic learning environment. Seventy-five percent of students agreed/strongly agreed with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school" and parent survey data revealed that 74 percent of parents agreed/strongly agreed with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)." Both responses suggest that a significant number of students and parents may be unaware of programs that support services outside of academics.

Some student survey results suggest that the existence of respectful attitudes may represent a leverage point for improvement. For instance, 34 percent of students indicated that they agreed /strongly agreed with the statement, “In my school, student treat adults with respect.” Likewise, student survey results indicate that a significant percentage of students also believe that teachers did not treat students respectfully. For example, 40 percent of students indicated that they agreed/stronogy agreed with the statement, "In my school, all students are treated with respect."

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Moreover, 2015 TELL Survey results indicated that 54.1 percent of teachers agreed with the statement, "Students at this school understand expectations for their conduct" 27.9 percent of teachers agreed that "Students at this school follow rules of conduct" 55 percent of the teachers agreed with the statement, "Policies and procedures about student conduct are clearly understood by the faculty" and 44.3 percent of teachers agreed with the statement, "School administrators consistently enforce rules for student conduct."

Similarly, several staff open responses in the AdvancED survey suggest that student conduct is an ongoing concern in the school. In response to the question "What do like least about the school?' many respondents mentioned discipline, student behavior, "problematic students," behavior expectations and consequences, etc.

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Conclusion

The January 2014 Diagnostic Review report identified three Improvement Priorities and rated each of the respective indicators at a Level 1. The three Improvement Priorities identified for the school in 2014 were 3.4 (walkthroughs), 3.7 (new teacher induction program) and 3.9 (advisory program). The instructional leadership team (ILT) has implemented a "plan, do, study, act" (PDSA) process to address all three of the existing Improvement Priorities. The school's current Self Assessment indicated improvement has been made in all three areas.

Although classroom walkthroughs currently occur, feedback generally is not provided as a way to improve instructional practices. Interviews with staff and faculty revealed an awareness that the school needs a more systematic classroom walkthrough process as work towards developing a more effective and impactful process is ongoing.

A program to address the needs of new teachers has been developed and is monitored through the ILT. Each new teacher has been assigned a mentor with a specific instructional priority that has been identified and documented by the team. This has been very successful in some instances, but the impact from this program is not universal. In addition, evidence clearly indicated that the coaching and mentoring process should be expanded to encompass the needs of all staff members.

Although the school has implemented an advisory program, further refinement is needed. The program, entitled Westport 101, began with one class period each day being devoted to advisor/advisee activities. Feedback from staff and students indicated that the advisory time was effective and positively impacted students. The program, however, eventually changed into only one day a week being devoted to advisor/advisee activities while four days a week are now devoted to loosely constructed academic mentoring activities, lessening the effectiveness of the positive impact the program was having. Faculty, as well as the Review Team members, agreed that one day a week of advisor/advisee activities is insufficient to meet the vast array of student needs at Westport Middle School and that more time should be devoted to those activities.

Based on the above detailed conclusions, the 2015 Diagnostic Review Team agreed with the school that all three existing Improvement Priorities have been partially addressed.

The Review Team also found that Westport Middle School has established several vitally important components of a healthy educational process.

The school leadership, in particular the principal, possessed a cohesive, systematic, and comprehensive vision of how to move the school forward. The Review Team unanimously agreed that this vision will result in vast improvements for student outcomes if it is fully supported by the rest of his administrative staff.

Stakeholder interviews indicated that teachers and staff members genuinely care about their students and are concerned about the school climate for learning. Though classroom observations showed that consistency of

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instructional processes is lacking at Westport Middle School, those same observations also revealed that the vast majority of teachers are working exceptionally hard to try to provide their students with a viable education.

Both staff and faculty addressed the need to establish school wide academic and behavioral expectations that are both rigorous and achievable. These expectations are being addressed through PLC work. Meeting agendas and minutes, survey data, and observations from PLC meetings indicated that teachers have started deconstructing standards into student friendly learning targets, developing rubrics for student self-assessment and creating common assessments across grade levels. The Diagnostic Review Team also identified the need for the PLC work, in collaboration with school leaders, to also establish a consistent and unified approach to curbing student disruptive behavior.

Interviews, observations, and artifacts indicated that the staff and faculty are aware of the Westport Middle School student achievement data and recognize the need for improvement. Data are discussed regularly in PLCs; however, analysis of data, with few exceptions, is perfunctory. The Review Team concluded that a more systematic approach to data analysis will result in a more complete understanding of the specific academic challenges the school is facing which, in turn, will lead to a more connected and impactful approach to meeting those challenges.

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:

- Create and implement a clearly defined, systematic and collaborative process by which personnel can determine the counseling, assessment, referral, educational, and career planning needs of all students. Use information generated from this determination to design, implement, and coordinate programs and services to effectively address student needs and, in particular, to intervene for students whose behaviors are persistently disruptive. Ensure that student support programs and services include both those provided by the school/school system and community organizations and agencies. Further establish valid and reliable measures to determine effectiveness for support services and programs and use data to guide continuous improvement.
- Develop, implement and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students.
- Develop, implement, and monitor a school wide “Instructional Process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work and 3) given multiple opportunities to demonstrate understanding of content through daily formative assessments. Further ensure that the implementation of the instructional process requires the consistent use of assessment data (including formative assessment data) to inform instructional modifications (e.g., differentiated/individualized instruction) and that students are provided specific and timely feedback about their learning.

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Addenda

Team Roster

Member	Brief Biography
Dr. Tony Thacker	Tony Thacker is the Coordinator of Research and Development at the Alabama Department of Education. Prior to his current position, Dr. Thacker coordinated the Governor's Commission on Quality Teaching. Dr. Thacker is a former science teacher, principal, At-Risk Coordinator, Title IV Coordinator, and national trainer for the University of Alabama's Integrated Science program. He has been a middle school Teacher of the Year and as a consultant for the Southern Regional Education Board has presented nationally on a range of subjects. Tony currently lives in Montgomery, AL with his wife of twenty-eight years, Annette.
Mrs. Carolyn Taylor Spangler	Carolyn Taylor Spangler is currently in her 7th year serving the Kentucky Department of Education as an Educational Recovery Leader (ERL) for the East Region.The Educational Recovery work is a systematic approach to turning around low performing schools by building systems for sustainment. The East Region Educational Recovery work has assisted 14 of the 16 identified persistently low achieving schools, (PLA), to exit priority status, with the majority performing at the proficient/distinguished levels. Mrs. Spangler's work is specifically coaching Administration, Principal's, Superintendents, and Board of Education on the standards and systems of school improvement. Her service with the Kentucky Department of Education includes, serving as a Highly Skilled Educator, as well as her current work as Educational Recovery Leader. Prior to working with the Kentucky Department of Education, Mrs. Spangler served as a K-8 principal, and has taught at all levels of the system. Mrs. Spangler holds a Bachelor's of Science Degree in Elementary Education, Master's Degree in School Administration, Rank 1 Certification, and certifications in Instructional Leadership, Direct of Pupil Personnel, and Superintendent. Mrs. Spangler is a certified National Institute of School Leadership, (NISL), Facilitator. Mrs. Spangler is currently in her 27th year of service.
Ms. Darlene Gee	Darlene Gee is currently the Director of Federal Programs working for Bourbon County Schools. Ms. Gee's experience of 33 years has included many opportunities to support teaching and learning. Ms. Gee's certification includes Superintendent, Supervision of Instruction, K-12 Principal, K-8 teacher, Gifted and Talented and Reading Specialist. Ms. Gee served as a School Superintendent for 5 years in Carter County. She worked for the Kentucky Department of Education for several years serving as a Highly Skilled Educator, District Support Facilitator and Education Recovery Specialist. During Ms. Gee's tenure at the Kentucky Department of Education, she worked in several districts facilitating the process to improve student achievement. Ms. Gee has had the opportunity to work in various capacities at all grade levels.
Mrs. Molly R. Hunt	Mrs. Molly Hunt currently serves as an Assistant Principal/Curriculum Resource Specialist at The Providence School, Jessamine County's secondary Alternative Program. She has extensive experience evaluating instructional practices and observing learner outputs, problem solving, identifying strengths and weakness in curriculum and instruction, recommending solutions, and providing individualized professional learning experiences for teachers and administrators. Molly Hunt holds a Bachelor of Secondary Education, a Masters degree in Curriculum and Instruction, and a Rank I in Educational Administration.

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Member	Brief Biography
Ben Maynard	Mr. Maynard currently serves as the Principal at Summit Elementary in Ashland, KY. Previous administrative work includes Assistant Principal & Athletic Director at Boyd County Middle School and George M. Verity Middle School. His career started 14 years ago as a Business & Marketing Educator at Boyd County High School. He holds degrees in Business & Marketing Education Grades 5-12 as well as Instructional Leadership Grades K-12. Other roles have included SBDMC member, head varsity baseball coach, and Technology Resource Teacher.
Mrs. Catrina McDermott	Catrina McDermott is currently serving in her 3rd year as a Curriculum Specialist for Knox Central High School in Barbourville, Kentucky. Catrina has spent 15 years in education in various roles. She is a former English teacher who has also taught creative writing, drama, and journalism. She also spent several years as a drop-out prevention and recovery specialist. She holds a degrees in Human Resource Management and Education Leadership and a certificate for Principalship. Her collaborative work has included implementation of teacher mentoring/coaching programs, professional learning, intervention systems, and continuous improvement systems.
Ms. Teresa K. Miller	Teresa Miller currently serves as an Educational Recovery Specialist with the District 180 Office for the Kentucky Department of Education. She has seventeen years of experience in the field of education. Ms. Miller started her career as an elementary classroom teacher, served on her school's SBDM council and held a district position as a curriculum coach for six years. This is her fourth year at Lee County High School as an Educational Recovery Specialist assisting the school in improving student achievement through a focus on curriculum, instruction, data analysis and systems building .
Mrs. Debra Lynn Reed	Debra Reed currently serves as an Educational Recovery Specialist for the Kentucky Department of Education. Her work focuses on creating and implementing sustainable systems for school improvement in priority schools. Debra has also served as a Highly Skill Educator for the Kentucky Department of Education where she assisted schools in improving student achievement through a focus on curriculum, instruction, and assessment. Debra began her career in education at Madison Central High School in Richmond, KY. During her fourteen years there, she served as an English teacher, portfolio cluster leader, department chair, JV dance team coach and JV academic team coach. In 2002 Debra received National Board Certification and re-certified in 2008.

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About AdvancED

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

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

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

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Attachments

The following attachments have been included in this report.

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

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School Performance Data Analysis

School and Student 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
2014-2015	54.5	55.5	52.9	No	Yes	N/A
2013-2014	53.8*	54.8	54.6	No	Yes	N/A
2012-2013	35.5	36.5	40.0	Yes	Yes	N/A

*Score with Program Review calculated in.

Plus

- Met participation rate goal for three years in a row.

Delta

- The school did not meet Annual Measurable Objective in 2013-2014 or 2014-2015.

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

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading	31.7	51.1	34.5	53.2	34.1	53.8
Math	21.5	40.7	25.5	44.8	27.5	42.8
Science	33.6	61.2	35.0	64.2	N/A	N/A
Social Studies	38.6	59.2	38.2	59.4	34.0	58.6
Writing	28.0	43.4	32.5	43.7	23.2	39.2
Language Mech.	27.8	43.8	27.0	40.3	30.7	46.1

Plus

- Percentage of students scoring proficient/distinguished in mathematics rose for three years in a row from 21.5 percent in 2012-2013, 25.5 percent in 2013-2014, and 27.5 percent in 2014-2015.
- Percentage of students scoring proficient/distinguished in language mechanics rose from 27 percent in 2013-2014 to 30.7 percent in 2014-2015.

Delta

- The percentage of students scoring at the proficient/distinguished levels on KPREP Assessments was significantly below state average in all tested areas over the last three years.

Average Score on EXPLORE, Grade 8, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)	Avg. Score School (14-15)	Avg. Score State (14-15)
English	**12.8**	**14.6**	**13.2**	**14.6**	**12.6**	**14.4**
Math	**13.7**	**15.4**	**13.8**	**15.3**	**12.9**	**14.9**
Reading	**12.7**	**14.5**	**12.9**	**14.5**	**12.6**	**14.3**
Science	**14.9**	**16.7**	**15.1**	**16.6**	**15.1**	**16.5**
Composite	**13.6**	**15.4**	**13.9**	**15.4**	**13.5**	**15.1**

Delta

- The average scores in each content area on the EXPLORE assessment have fallen over the last three years with the exception of science that remained unchanged in 2013-2014 and 2014-2015.

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State 2014-2015							
English School	**English State**	**Math School**	**Math State**	**Reading School**	**Reading State**	**Science School**	**Science State**
42.4%	**60.7%**	**13.4%**	**31.6%**	**21.5%**	**39.5%**	**8.4%**	**15.3%**

Delta

- The percentage of students reaching benchmark on the EXPLORE assessment were below state average in all content areas in 2014-2015.

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	33.1(51.6)	30.8(48.3)	No (No)	29.4(41.1)	25.1(37.1)	No (No)
Reading	37.0(55.4)	34.1(53.8)	No (No)	33.0(44.9)	28.5(42.8)	No (No)
Math	29.2(47.8)	27.5(47.8)	No (No)	25.8(37.2)	21.6(31.3)	No (No)
Science	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	43.8(63.2)	34.0(58.6)	No (No)	41.1(52.3)	29.0(47.2)	No (No)
Writing	35.8(48.5)	23.2(39.2)	No (No)	32.5(39.5)	17.6(29.4)	No (No)

*Data in parentheses ( ) are state averages.

Delta
The school failed to meet Proficiency and Gap Delivery Targets in all content areas in 2014-2015

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	2.71	2.43	2.67	2.80	10.6	Proficient
Practical Living	2.46	2.33	2.56	2.50	9.9	Proficient
Writing	2.56	2.25	2.44	2.43	9.7	Proficient

Plus
- All three Program Review received proficient rating.

Delta
- Formative and summative assessment is the lowest standard score in all three program reviews

Summary of Student Performance Data:

Over the course of three K-PREP assessment cycles, the percentage of students scoring at the proficient or distinguished level in reading has increased between the 2012-2013 and 2014-2015 academic years. However, K-PREP reading scores decreased by 0.4 percent between the 2013-2014 and 2014-2015 academic years.

The achievement data demonstrate downward trends in numerous other assessment areas. Due to these downward trends in achievement performance, the school failed to meet any of its Kentucky Department of Education determined Delivery targets.

The percentage of students scoring at the proficient or distinguished level on reading, math, science, social studies and writing K-PREP exams was below the percentage of students scoring at those levels statewide. The percentage of students meeting English, math, reading and science benchmarks on the ACT EXPLORE assessment was well below the statewide percentage of students meeting those benchmarks during the 2014-2015 academic year.

The greatest drop in achievement occurred on the K-PREP writing and social studies exams. The percentage of students scoring at proficient or distinguished levels on the writing exam decreased by 4.8 percent between the 2012-2013 and 2014-2015 academic years while the percentage of

students scoring at proficient or distinguished levels on the social studies exam decreased by 4.6 percent points during that same period. The school's Program Review ratings for writing designates the program as Proficient which does not appear to correlate with existing student data.

Stakeholder Survey Summary Plus/Delta

The Survey Plus/Delta is a brief analysis of 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. 87.5 percent of staff agreed/strongly agreed that "All teachers in our school participate in a collaborative learning community that meets both informally and formally across grade levels and content areas."
2. 87.69 percent of staff agreed/strongly agreed with the statement, "Our school leaders support an innovative and collaborative culture."

Delta:

1. 63.11 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 68.67 percent of students agreed/strongly agreed with the statement, "There is at least one adult who knows me well and shows interest in my education and future."

Leadership Capacity

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

1. 92.42 percent of staff agreed/strongly agreed with the statement, "Our school has a continuous improvement process based upon data, goals, actions and measures for growth."
2. 93.85 percent of staff agreed/strongly agreed with the statement, "Our school leaders hold all staff members accountable for student learning."

Delta:

1. 63.67 percent of parents agreed/strongly agreed with the statement, "Our school's governing body does not interfere with the operation or leadership of our school."

Resource Utilization

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

1. 98.44 percent of staff agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
2. 76.18 percent of students agreed/strongly agreed with the statement, "In my school, a variety of resources are available to help me succeed, (e.g., teacher staff, technology, media)."

Delta:

1. 64.22 percent of students agreed/strongly agreed with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."

2. 65.62 percent of staff agreed/strongly agreed that “Our school provides a plan for the acquisition and support of technology to support student learning.”

Diagnostic Review Schedule

Westport Middle School

8100 Westport Road
Louisville, Kentucky 40242
November 15-18, 2015

Sunday, November 15, 2015

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal's Overview Presentation Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self Assessment - review and explanation of ratings, strengths and potential improvement priorities. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 6. What professional development has the school provided in the last two years targeting improvement in teacher professional practice and student success? What should the team be looking for in their classroom observations to gage the impact of the professional development program, i.e.,	Hotel Conference Room	Diagnostic Review Team Members

	differentiation, higher order thinking, formative assessment, student engagement, etc.		
7:30 – 9:00	Team Work Session #1 (Agenda provided by Lead Evaluator) • Review initial indicator ratings. • Review team schedule and individual team member responsibilities • Review classroom observation procedures and interview procedures • Prepare questions for principal interview • Determine other questions that the team needs to have answered		

Monday, November 16, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Principal interview		Diagnostic Review Team Members
9:10 – 12:05	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
12:05 -12:45	Lunch & Team Meeting		Diagnostic Review Team Members
12:45 – 3:50	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		Diagnostic Review Team Members (working in pairs or as individuals)
	Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty)		Diagnostic Review Team Members (working in pairs or as individuals)
	Review of paper artifacts and documentation that could not be provided electronically. (Documents and artifacts provided in the advance to the DR team electronically organized by standard, i.e., Google Docs or via a flash drive)		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #2 (Agenda provided by Lead Evaluator) • Tabulate classroom observation data from Day #1 • Reach consensus on second ratings for all indicators • Discuss potential Powerful Practices and Improvement Priorities • **Begin DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities, etc.** • Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members

Tuesday, November 17, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:36	School and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:36	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:36.-12:28 p.m.	Lunch		Diagnostic Review Team Members
12:28 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator) The team should examine and reach consensus on: • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • (Optional) Identification of Promising Practices which can be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating improve performance or the effectiveness of the school/district.	Hotel Conference Room	Diagnostic Review Team Members

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 Westport Middle School.

Improvement Priority 1

Indicator 3.4	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	**1**	**2**	**2.0**

3.4 Improvement Priority (2013-14) Develop and implement a formal, frequent, and consistent instructional monitoring system that includes timely feedback and timelines for implementing improvement strategies to ensure student success. Ensure that the process is well documented.	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.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- Sample walkthrough instruments
- Alignment to TPGES
- Sample walkthrough data
- ILT review of data, next steps
- New teacher walkthroughs

School Supporting Rationale:

Since the beginning of the fall semester, this improvement priority has been a topic for review by our ILT. Our ILT has worked to develop expectations for the frequency of walkthroughs, the content of the instrument, reviewed data, determined appropriate next steps, and created a progression of topics for our walkthroughs. We have also expanded the walkthrough process to our instructional support team and focused their walkthroughs to our new teachers so we can provide them with targeted support based on evidence observed on visits, and tracked with data. We have a need to improve frequency of formal walkthroughs.

Team Evidence:

- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documents and artifacts
- Principal's presentation

Team Supporting Rationale:

The team acknowledges that the instructional leadership team has developed tools to formally monitor instructional practices through supervision. These include: 1) walkthrough instrument, 2) implementation of the board adopted formal evaluation system, 3) structure for school-wide professional learning communities to review student assessment data. While some strategies have been implemented with fidelity and consistency, evidence does not suggest there is a systematic use of the monitoring tools and provision of feedback to staff.

The extent to which these newly implemented practices and strategies have resulted in improvement in student success as measured by performance data is limited. District proficiency data indicates an improvement in the percentage of students scoring proficient/distinguished in 6-8 reading, math, and science. Novice reduction was evident in 6-8 math, science and social studies. The percentage of students scoring proficient/distinguished decreased in social studies. School-wide On-Demand writing practice demonstrated an increase in the percentage of sixth and eighth grade students scoring proficient/distinguished. However, there was a significant increase in the percentage of students scoring novice on the On-Demand practice. In addition, classroom observation data, which is detailed earlier in this report, does not suggest the implementation of effective instructional practices across the school. For example, the High Expectations environment scored an overall score of 1.87 on a four-point scale and the Active Learning environment scored an overall score of 2.07 on a four-point scale.

Survey data as well as interviews with teachers indicate feedback from walkthroughs is not consistent. For example, 77 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." Survey data also suggests monitoring of instructional strategies has not increased the use of these strategies to improve

student learning. For example, 69 percent of staff agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills" suggesting these practices are not consistently implemented across the school.

Improvement Priority 2

Indicator 3.7	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	**1**	**2**	**2.0**

3.7 Improvement Priority (2013-2014) Develop and implement a mentoring, coaching, and induction program to support instructional improvement consistent with the school's values and beliefs about teaching and learning.	**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.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- New teacher cadre plan
- Targeted support with pertinent topics
- Partnership with UL professors
- Mentoring program
- New teacher surveys
- Content PLCs

School Supporting Rationale:

From before school even started, we had a new teacher planning team come together over the summer to work on a plan to support new teachers. This committee included new teachers, experienced teachers, and other support staff. We outlined a year-long program of support for the new teachers that would include classroom visits, trainings, support sessions, mentors, and even developed a website that contained information that was easily accessible and full of resources. Throughout the year we have provided opportunities for their voice to be heard

through surveys. We have provided them subs to visit other teachers' classrooms. We have paired them with instructional support staff for support, mentoring, and coaching. We have worked with professors from UL to provide training that is tailored to new teacher needs. We are working to develop a staff that is very green and faces many challenges. It is a tough task to face the academic and social challenges that our students present, but we are working to make sure teachers are supported throughout their development.

Team Evidence: • Survey data • Stakeholder interviews • Review of documents and artifacts • Principal's presentation
Team Supporting Rationale: The Diagnostic Review Team agrees with the school's self-assessment rating. Westport Middle School has implemented a new teacher support system to provide support for new teachers; however, the system does not offer mentoring or coaching for all teachers. Since the system is in its early stages of development, its effectiveness and impact on student learning is not yet evident.

Improvement Priority 3

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**	**2.6**

3.9 Improvement Priority (2013-14) Develop and implement a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	**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.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- Advisory period
- Advisory lessons
- Advisory rosters
- Advisory surveys

School Supporting Rationale:

As a part of our work to address this improvement priority we put together a committee over the summer to address this unmet need. This committee put together the vision of what we have implemented this year as our advisory program called Westport 101. This program included daily lessons with an advisory teacher on each student's team that are targeted around life skills, study skills, relationships, and thinking about the future. These daily lessons lasted for about the first 4 weeks of the school year, and then transitioned to a mix of advisory lessons and an intervention/enrichment period. The advisory lessons throughout the year have spiraled back to the topics addressed during the first part of the school year. After each mini-unit, we surveyed our staff to get feedback on the lessons and make adjustments for upcoming lessons or tweaks to the lessons for next year. Our lessons were developed for the staff and housed on our teachwestport.weebly.com website so there was little planning involved for teachers. This is our first year implementing the program and it has had success, but we are working to build more consistency in teacher implementation of lessons and ways to build on relationships developed this year.

Team Evidence:

- Survey data
- Stakeholder interviews
- Review of documents and artifacts
- Principal's presentation

Team Supporting Rationale:

The Team acknowledges the work Westport Middle School has done to create an advisory program whereby each student is well known by at least one adult advocate. The advisory program also incorporates lessons to teach students learning, thinking, and life skills. Interviews with staff suggest a concern that the number of students in an advisory is too high for teachers to build relationships with each student. Staff also indicated a concern that the advisory period is too short, making it difficult to sufficiently cover lessons meeting only one time per week. Student survey data suggest there is limited agreement to the effectiveness of the advisory program. Sixty nine 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."

School Diagnostic Review Summary Report

Westport Middle School

Jefferson County Public Schools

11/15/2015 – 11/18/2015

The members of the Westport 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 Westport Middle School to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Westport 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 Westport Middle School.

Principal, Westport Middle School

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____