Internal School Review Report

Name of Institution Reviewed: Lee County High School

Date: February 25, 2014–February 26, 2014

School Principal: Mark Murray

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Introduction

The KDE Internal School Review is designed to:

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

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

- review of the 2011-2012 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2013
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2013 and TELL Kentucky survey data
- principal and stakeholder interviews

The report includes:

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

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Standard 3: Teaching and Assessing for Learning

Standard: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 **2.17**	Team Rating for Standard 3 **1.58**

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

3.1	The school/district'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.	School Rating 3	Team Rating **1**

Performance levels		
	4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose.
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
	2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
X	1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.
	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.
X	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	1	There is no evidence to indicate how successful students will be at the next level.
	4	Like courses/classes have the same high learning expectations.
	3	Like courses/classes have equivalent learning expectations.
	2	Most like courses/classes have equivalent learning expectations.
X	1	Like courses/classes do not always have the same learning expectations.
	4	Learning activities are individualized for each student in a way that supports achievement of expectations.
	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.
X	2	Little individualization for each student is evident.
	1	No individualization for students is evident.

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Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts
Curriculum maps and instructional units

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Devise, implement and regularly monitor a comprehensive curriculum which includes challenging, individualized learning experiences and equitable opportunities in each course to ensure the development of learning skills, thinking skills, and life skills that lead to student success at the next level. Plan instruction to include challenging, engaging activities congruently aligned to standards which support individualized student achievement of expectations. Regularly monitor the quality and effectiveness of instruction, learning experiences and equitable opportunities to ensure student skill attainment and success at the next level.

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Supporting Evidence

Student Performance Data:
Overall Yearly Comparisons

Level	Year	Overall Score	Percentile Rank	Classification/ Rewards & Assistance Category	AMO Goal/Met or Not Met
	2012 - 2013	61.5	81	Proficient / Progressing	56.4 / Yes
	2011 - 2012	55.4	57	Needs Improvement	
Delivery Targets		Year	Target	Actual Score	Met / Not Met
Proficiency / Combined KPREP reading and math		2012 - 2013	47.7	36.2	Not Met
Gap / Combined KPREP reading and math		2012 - 2013	41.4	29.5	Not Met

- The school's Overall Accountability Score increased by 6.1 points from 2011-12 to 2012-13. This increase can be directly correlated with the intentional improvements in CCR and graduation rates. However, academic performance data (Achievement, Growth, Gap) shows small increases by comparison and in some cases scores have actually decreased.
- An increase in CCR and graduation rate shows an intentional, laser focus in these two areas which have yielded success. However, smaller gains were made in the areas of achievement and gap, with a 12.8 point decrease for growth, as shown in the table below:

Next Generation Learners Accountability Scores (shown in points)

	Achievement	Gap	Growth	CCR w/bonus	Grad Rate	Overall Score	%ile Rank
2011-12	52.1	31.0	62.8	62.5	68.6	55.4	57
2012-13	55.2	31.9	50.0	81.3	89.2	61.5	81
Difference	+3.1	+.9	-12.8	+18.8	+20.6	+6.1	+24

- The 2013 School Report Card indicates that approximately 53% of students are performing below the proficient level in reading and 74% are below the proficient level in math.
- The percentage of students scoring at the novice level in math increased 3.1 points (from 23.8% to 26.9%). The percentage of students scoring at the novice level increased in reading an overall 2.6 points (from 40.7% to 43.3%).
- A comparison of gap data from the 2012 and 2013 School Report Cards indicates a decrease of 1.2 percentage points in reading (from 39.4% to 38.2%) and a decrease of 9.7 percentage points in math (from 30.4% to 20.7%) of students scoring at the proficient and distinguished levels for the non-duplicated gap group. A comparison of gap data for science shows an increase of .8 percentage points (20.9% to 21.7%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for social studies shows an increase of 13.2 percentage points (31.1% to 44.3%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for writing shows an increase of .8 percentage points (32.3% to 33.1%) from 2011-12 to 2012-13 for the non-duplicated gap group. An increase means that the school is closing the gap – more gap group students are scoring P/D (proficient/distinguished) than the year before. A decrease means that fewer students are scoring P/D than the year before.
- A comparison of growth data from the 2012 and 2013 School Report Cards shows a decrease of 10.7 percentage points in math (from 62.7% to 52%) and a 14.7 percentage point decrease in reading (from 62.7% to 48%) for students making typical growth.

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- The K-PREP end-of-course (EOC) assessment results show a decrease in the number of students scoring at the proficient and distinguished levels in English II and Algebra II. For English II, approximately 55% are scoring below proficiency. Approximately 75% of students are scoring below the proficient level in Algebra II, as shown in the chart below.
- An increase in both Biology and U.S. History were demonstrated in the percentage of students scoring at proficient and distinguished levels. However, even with these increases, 72% of students scored below proficiency in Biology and 56% of students scored below proficiency in U.S. History.

Next Generation Learners K-PREP EOC Assessment Results (%P/D)

	2011-2012	2012-2013	Difference
English II	47.2%	44.7%	-3.5
Algebra II	35.0%	24.7%	-10.3
Biology	25.0%	28.4%	+3.4
U.S. History	38.2%	53.4%	+15.2

- In all content areas on the end-of-course exams, percentages of students scoring at the proficient and distinguished levels are below the state average except in social studies which is slightly above the state average.
- ACT data shows scores that are below state averages in all content areas assessed.
- Comparison data from 2012 and 2013 School Report Cards show an increase in the percentage of students meeting benchmarks in English (5.6 percentage points) and a decrease in both math (2.5 percentage points) and reading (6.2 percentage points).
- Overall, ACT data indicates the instructional practices are not yielding student success, as shown in the chart below:

ACT Data Summaries

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on ACT			2012-13 School Report Card % of Accountable Students Meeting Benchmark on ACT			Difference from 2011-12 to 2012-13
	School		State	School		State	
English	45.0		52.2	50.6		53.1	+5.6
Math	33.8		38.6	31.3		39.6	-2.5
Reading	37.5		37.5	31.3		44.2	-6.2

Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.1 on a 4-point scale. The lowest rating for this environment was "Has differentiated learning opportunities and activities that meet his/her needs" which received an average rating of 1.8. Based on classroom observations, this item descriptor was rated as evident/very evident in 24% of classrooms, was partially observed in 24% of classrooms, and was not observed in 53% of classrooms. This rating indicates that instructional activities are not regularly differentiated to meet individualized student needs.
- The High Expectations Learning Environment received an overall rating of 1.9 on a 4-point scale. For this environment, "Is engaged in rigorous coursework, discussions and/or tasks" was rated 1.9. Based on observations, this item descriptor was rated as very evident in 0% of classrooms, evident in 18% of classrooms, partially observed in 59% of classrooms, and was not observed in

24% of classrooms. These ratings indicate that students may be engaged, but the coursework, discussions, and/or tasks may lack rigor.

Stakeholder Survey Data:
There is mixed staff and student survey data regarding the existence of a challenging curriculum with high expectations. For example:

- 73.7% of staff agree/strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," suggesting staff members are somewhat satisfied with the curriculum they are providing students.
- 60.8% of students surveyed indicated that they agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences," suggesting almost 40% of students do not perceive a challenging curriculum is in place.
- 45.9% of students surveyed indicated that they agree/strongly agree with the statement, "My school prepares me to deal with issues I may face in the future," suggesting more than half the students do not feel they are prepared to deal with issues in the future.
- 28.6% of students surveyed indicated that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting more than 70% of the students do not agree that their learning needs are being met.

Stakeholder interviews, document and artifact review:

- An analysis of the curriculum maps and instructional units for all content areas does not reveal that curriculum and learning experiences in each course/class have provided all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. With the exception of ELA curriculum maps, most departments identified few or no activities for units or the curriculum being taught. An inconsistency exists between departments with the development of curriculum, understanding of standards/matching of learning targets and the presentation of rigorous instructional experiences.

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.	School Rating 2	Team Rating **2**
Performance levels			
	4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.	
	3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.	
X	2	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.	
	1	School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement	

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		and instruction and statement of purpose.
	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
	3	There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
X	2	A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	1	No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
X	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts
Vertical alignment documents and plans
PLC minutes
Curriculum maps

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT classroom observation data
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- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Develop, implement and document collaborative processes that will be consistently and systematically used to horizontally and vertically align, monitor, and adjust curriculum based on multiple data sources. Ensure that these processes are yielding assessments and instructional practices that are rigorous and congruent with curriculum standards. Evaluate processes for effectiveness in improving student achievement.

Supporting Evidence

Student Performance Data:
Overall Yearly Comparisons

Level	Year	Overall Score	Percentile Rank	Classification/ Rewards & Assistance Category	AMO Goal/Met or Not Met
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- The increase of CCR and graduation rate shows an intentional, laser focus in these two areas which have yielded success. However, smaller gains were made in the areas of achievement and gap, with a 12.8 point decrease for growth, as shown in the chart below:

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- The percentage of students scoring at the novice level in math increased 3.1 percentage points (from 23.8% to 26.9%). The percentage of students scoring at the novice level increased in reading an overall 2.6 points (from 40.7% to 43.3%).
- A comparison of gap data from the 2012 and 2013 School Report Cards indicates a decrease of 1.2 percentage points in reading (from 39.4% to 38.2%) and a decrease of 9.7 percentage points in math (from 30.4% to 20.7%) of students scoring at the proficient and distinguished levels for the non-duplicated gap group. A comparison of gap data for science shows an increase of .8 percentage points (20.9% to 21.7%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for social studies shows an increase of 13.2 percentage points (31.1% to 44.3%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for writing shows an increase of .8 percentage points (32.3% to 33.1%) from 2011-12 to 2012-13 for the non-duplicated gap group. An increase means that the school is closing the gap – more gap group students are scoring P/D (proficient/distinguished) than the year before. A decrease means that fewer students are scoring P/D than the year before.
- A comparison of growth data from the 2011-12 and 2012-13 School Report Cards shows a decrease of 10.7 percentage points in math (from 62.7% to 52%) and a decrease of 14.7 percentage points (from 62.7% to 48%) in reading for students making typical growth.
- The K-PREP end-of-course (EOC) assessment results show a decrease in the number of students scoring at the proficient and distinguished levels in English II and Algebra II. For English II, approximately 55% are scoring below proficiency. Approximately 75% of students are scoring below the proficient level in Algebra II, as shown in the chart below.
- An increase in both Biology and U.S. History were demonstrated in the percentage of students scoring at proficient and distinguished levels. However, even with these increases, 72% of students scored below proficiency in Biology and 56% of students scored below proficiency in U.S. History, as shown in the chart below:

Next Generation Learners K-PREP EOC Assessment Results (%P/D)

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English II	47.2%	44.7%	-3.5
Algebra II	35.0%	24.7%	-10.3
Biology	25.0%	28.4%	+3.4
U.S. History	38.2%	53.4%	+15.2

- In all content areas on the end-of-course exams, percentages of students scoring at the proficient and distinguished levels are below the state average except in social studies which is slightly above the state average.
- ACT data shows scores that are below state averages in all content areas assessed.
- Comparison data from 2012 and 2013 School Report Cards show an increase in the percentage of students meeting benchmarks in English (5.6 percentage points) and a decrease in both math (2.5 percentage points) and reading (6.2 percentage points).
- Overall, ACT data indicates the instructional practices are not yielding student success, as shown in the chart below:

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ACT Data Summaries

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on ACT			2012-13 School Report Card % of Accountable Students Meeting Benchmark on ACT			Difference from 2011-12 to 2012-13
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Math	33.8		38.6	31.3		39.6	-2.5
Reading	37.5		37.5	31.3		44.2	-6.2

Classroom Observation Data:

- The High Expectations Learning Environment received an overall rating of 1.9 on a 4-point scale. One of the lowest ratings for this environment was "Is engaged in rigorous coursework, discussions and/or tasks" which was rated 1.9 on a 4-point scale. Based on observations, this item descriptor was rated as very evident in 0% of classrooms, evident in 18% of classrooms, partially observed in 59% of classrooms, and was not observed in 24% of classrooms. These ratings indicate that students may be engaged, but the coursework, discussions, and/or tasks may lack rigor.
- The Progress Monitoring Learning Environment received an overall rating of 2.1 on a 4-point scale. The lowest rating for this environment was "Has opportunities to revise/improve work based on feedback," which was rated 1.9 on a 4-point scale. This best practice was observed to be very evident in 6% of classrooms, evident in 18% of classrooms, partially observed in 41% of classrooms, and not observed in 35% of classrooms. This indicates students are unsure how their learning is assessed and assessment results may not be regularly reviewed with all students.

Stakeholder Survey Data:

- According to the staff survey, 84.2% of staff agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice," suggesting staff is well-satisfied with this statement.
- According to the student survey, 63.9% of students agree/strongly agree with the statement, "My school gives me multiple assessments to check my understanding of what was taught," suggesting more than one third of the students disagree or are ambivalent with this statement.

Stakeholder interviews, document and artifact review:

- Vertical alignment math PLC documents (dated 12-13-12) and curriculum alignment exit slips (dated 1-29-14) indicate a discussion of vertical alignment work. Documents indicate there is a Vertical Alignment PD scheduled for spring 2014.

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	School Rating 3	Team Rating **1**
Performance levels			
4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.		
3	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.		

	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
X	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
X	1	Teachers seldom or never personalize instructional strategies.
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
X	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Math PLC minutes
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts
Self-Assessment

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
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The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Plan and utilize instructional strategies that require student collaboration, self-reflection and development of critical thinking skills that ensure achievement of learning expectations. Address individual learning needs by consistently personalizing instructional strategies and interventions that require students to apply knowledge and integrate content and skills with other disciplines. Appropriately use technologies as an instructional resource to individualize and enhance student learning.

Supporting Evidence

Student Performance Data:
Overall Yearly Comparisons

Level	Year	Overall Score	Percentile Rank	Classification/ Rewards & Assistance Category	AMO Goal/Met or Not Met
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- The 2013 School Report Card indicates that approximately 53% of students are performing below the proficient level in reading and 74% below the proficient level in math.
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- A comparison of growth data from the 2012 and 2013 School Report Cards shows a 10.7 percentage point decrease in math (from 62.7% to 52%) and a 14.7 percentage point decrease (from 62.7% to 48%) in reading for students making typical growth.
- The K-PREP end-of-course (EOC) assessment results for 2012-13 show a decrease in the number of students scoring at the proficient and distinguished levels in English II and Algebra II. For English II, approximately 55% scored below proficiency. Approximately 75% of students scored below the proficient level in Algebra II, as shown in the chart below.
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- ACT data shows scores that are below state averages in all content areas assessed.
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Reading	37.5		37.5	31.3		44.2	-6.2

Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.1 on a 4-point scale. The lowest rating for this environment was "Has differentiated learning opportunities and activities that meet his/her needs" which received an average rating of 1.8 on a 4-point scale. Based on classroom observations, this item descriptor was rated as evident/very evident in 24% of classrooms, partially observed in 24% of classrooms and was not observed in 53% of classrooms. This rating indicates that instructional activities may not be regularly differentiated to meet individualized student needs.
- The High Expectations Learning Environment received an overall rating of 1.9 on a 4-point scale. In this environment, "Is engaged in rigorous coursework, discussions and/or tasks" which was rated 1.9 on a 4-point scale. Based on observations, this item descriptor was rated as very evident in 0% of classrooms, evident in 18% of classrooms, partially observed in 59% of classrooms, and was not observed in 24% of classrooms. These ratings indicate that students may be engaged, but the coursework, discussions, and/or tasks may lack rigor.
- The Digital Learning Environment received an overall rating of 1.5 on a 4-point scale. The lowest rating for this environment was "Uses digital tools/technology to communicate and work collaboratively for learning." This instructional practice was observed as very evident in 12% of classrooms, evident in 6% of classrooms, partially observed in 18% of classrooms and not observed in 71% of classrooms. Other indicators received low ratings in this in environment as well, suggesting that digital learning may not be consistently used and/or readily available for instructional use and to enhance student learning.

Stakeholder Survey Data:

- Student survey data indicates 29% of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- Parent survey data indicates 51% of parents agree/strongly agree with the statement, "All my child's teachers meet his/her learning needs by individualizing instruction."
- Survey data from both stakeholder groups indicates that teachers may not regularly personalize instructional strategies and interventions to address individual learning needs of each student.

3.4	School/district leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School Rating 3	Team Rating **1**
Performance levels			
4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4)		

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		use content-specific standards of professional practice.
	3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
X	1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Principal presentation and PowerPoint
School-conducted ELEOT Observations
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

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	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Develop and implement a formal, frequent and consistent instructional monitoring system that ensure teachers' procedures and instructional practices 1) are aligned with school's values and beliefs about teaching and learning, 2) encompass the approved curriculum, 3) engage students in their own learning, and 4) use content specific standards of professional practice. Document and provide teachers with timely feedback and timelines for implementing improvement strategies to ensure student success.

Supporting Evidence

Student Performance Data:
Overall Yearly Comparisons

Level	Year	Overall Score	Percentile Rank	Classification/ Rewards & Assistance Category	AMO Goal/Met or Not Met
	2012 - 2013	61.5	81	Proficient / Progressing	56.4 / Yes
	2011 - 2012	55.4	57	Needs Improvement	
Delivery Targets		Year	Target	Actual Score	Met / Not Met
Proficiency / Combined KPREP reading and math		2012 - 2013	47.7	36.2	Not Met
Gap / Combined KPREP reading and math		2012 - 2013	41.4	29.5	Not Met

- The school's Overall Accountability Score increased by 6.1 points from 2011-12 to 2012-13. This increase can be directly correlated with the intentional improvements in CCR and graduation rates. However, academic performance data (Achievement, Growth, Gap) shows small increases by comparison and in some cases scores have actually decreased.
- The increase in CCR and graduation rates shows an intentional, laser focus in these two areas which have yielded success. However, smaller gains were made in the areas of achievement and gap, with a 12.8 point decrease in growth, as shown in the chart below:

Next Generation Learners Accountability Scores (shown in points)

	Achievement	Gap	Growth	CCR w/bonus	Grad Rate	Overall Score	%ile Rank
2011-12	52.1	31.0	62.8	62.5	68.6	55.4	57
2012-13	55.2	31.9	50.0	81.3	89.2	61.5	81
Difference	+3.1	+.9	-12.8	+18.8	+20.6	+6.1	+24

- The 2013 School Report Card indicates that approximately 53% of students are performing below the proficient level in reading and 74% below the proficient level in math.
- The percentage of students scoring at the novice level in math increased by 3.1 points (from 23.8% to 26.9%). The percentage of students scoring at the novice level increased in reading an overall 2.6 percentage points (from 40.7% to 43.3%).

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- A comparison of gap data from the 2012 and 2013 School Report Cards indicates a decrease of 1.2 percentage points in reading (from 39.4% to 38.2%) and a decrease of 9.7 percentage points in math (from 30.4% to 20.7%) of students scoring at the proficient and distinguished levels for the non-duplicated gap group. A comparison of gap data for science shows an increase of .8 percentage points (20.9% to 21.7%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for social studies shows an increase of 13.2 percentage points (31.1% to 44.3%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for writing shows an increase of .8 percentage points (32.3% to 33.1%) from 2011-12 to 2012-13 for the non-duplicated gap group. An increase means that the school is closing the gap – more gap group students are scoring P/D (proficient/distinguished) than the year before. A decrease means that fewer students are scoring P/D than the year before.
- A comparison of growth data from the 2012 and 2013 School Report Cards shows a 10.7 percentage point decrease in math (from 62.7% to 52%) and a 14.7 percentage point decrease (from 62.7% to 48%) in reading for students making typical growth.
- The K-PREP end-of-course (EOC) assessment results for 2012-13 show a decrease in the number of students scoring at the proficient and distinguished levels in English II and Algebra II. For English II, approximately 55% scored below proficiency. Approximately 75% of students scored below the proficient level in Algebra II, as shown in the chart below.
- An increase in the percentage of students scoring at the proficient and distinguished level was demonstrated in both Biology and U.S. History. However, even with these increases, 72% of students scored below proficiency in Biology and 56% of students scored below proficiency in U.S. History, as shown in the chart below:

Next Generation Learners K-PREP EOC Assessment Results (%P/D)

	2011-2012	2012-2013	Difference
English II	47.2%	44.7%	-3.5
Algebra II	35.0%	24.7%	-10.3
Biology	25.0%	28.4%	+3.4
U.S. History	38.2%	53.4%	+15.2

- In all content areas on the end-of-course exams, percentages of students scoring at the proficient and distinguished levels are below the state average except social studies which is slightly above the state average.
- ACT data shows scores that are below state averages in all content areas assessed.
- Comparison data from 2012 and 2013 School Report Cards show an increase in the percentage of students meeting benchmarks in English (5.6 percentage points) and a decrease in both math (2.5 percentage points) and reading (6.2 percentage points).
- Overall, ACT data indicates the instructional practices are not yielding student success, as shown in the chart below:

ACT Data Summaries

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on ACT			2012-13 School Report Card % of Accountable Students Meeting Benchmark on ACT			Difference from 2011-12 to 2012-13
	School		State	School		State	
English	45.0		52.2	50.6		53.1	+5.6
Math	33.8		38.6	31.3		39.6	-2.5
Reading	37.5		37.5	31.3		44.2	-6.2

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Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.1 on a 4-point scale. The lowest rating for this environment was "Has differentiated learning opportunities and activities that meet his/her needs" which received an average rating of 1.8 on a 4-point scale. Based on classroom observations, this item descriptor was rated as evident/very evident in 24% of classrooms, partially observed in 24% of classrooms and was not observed in 53% of classrooms. This rating indicates that instructional activities may not be regularly differentiated to meet individualized student needs.
- The High Expectations Learning Environment received an overall rating of 1.9 on a 4-point scale. In this environment, "Is engaged in rigorous coursework, discussions and/or tasks" which was rated 1.9 on a 4-point scale. Based on observations, this item descriptor was rated as very evident in 0% of classrooms, evident in 18% of classrooms, partially observed in 59% of classrooms, and was not observed in 24% of classrooms. These ratings indicate that students may be engaged, but the coursework, discussions, and/or tasks may lack rigor.

Stakeholder interviews, document and artifact review:

- During the principal's presentation, it was communicated that walkthroughs were conducted by central office and the administration team. These classroom observations focused primarily on Domains 2 and 3 of the Kentucky Adapted Danielson Framework for Teaching. There was little evidence to support the frequent monitoring of instructional practices beyond classroom observations.

3.5	Teachers participate/system operates in collaborative learning communities to improve instruction and student learning.	School Rating 1	Team Rating **2**

Performance levels		
	4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.
X	2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels and content areas.
	3	Collaboration often occurs across grade levels and content areas.
	2	Collaboration occasionally occurs across grade levels and content areas.
	1	Collaboration seldom occurs across grade levels and content areas.
	4	Staff members implement a formal process that promotes productive discussion about student learning.
X	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
	2	Staff members promote discussion about student learning.
	1	Staff members rarely discuss student learning.

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	4	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members.
	3	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.
X	2	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel.
	1	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel.
	4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
	3	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
X	2	School personnel express belief in the value of collaborative learning communities.
	1	School personnel see little value in collaborative learning communities.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
PLC Agendas & Minutes
Vertical Alignment Planning & Exit Slips
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

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X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Engage in a process, utilizing representative stakeholders from the school as well as district support staff, to examine the effectiveness of the current professional learning community (PLC) structure, and use the results of that examination to make modifications to the existing PLC structure that will ensure improvement in student performance and teacher professional practice. This process should yield revised expectations for the focus of the PLCs, identify professional development needs to improve effectiveness, and establish improved systems for monitoring the results of the work of PLCs.

Supporting Evidence

Stakeholder Survey Data:

- According to the staff survey, 57.9% of staff agree/strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning," suggesting that over 40% of teachers may not perceive they have had adequate training in the process.

Stakeholder interviews, document and artifact review:

- According to PLC agenda and minutes it is not clear that data is being used to drive discussions and actions around adjustment to instructional practice (differentiation, student engagement, active learning) to increase student achievement.
- PLC minutes indicate that staff members "participate in collaborative learning communities that meet formally." It appears that PLCs have been trained to implement the Plan-Do-Study-Act (PDSA) cycle "to promote discussion about student learning." However, PLC agendas and minutes do not outline specific examples of the Plan-Do-Study-Act (PDSA) model at work to drive discussions around adjustments to instructional practices. Most minutes document an agenda and not actual discussion details. This evidence indicates that PLC training and further implementation of the PDSA cycle may be needed.
- Vertical alignment and exit slip artifacts demonstrate an ongoing collaborative discussion concerning curriculum and standards may have occurred.
- Stakeholder interviews revealed that some departments meet regularly to discuss student achievement data, curriculum and to work on common assessments.

3.6	Teachers implement the school/system's instructional process in support of student learning.	School Rating 2	Team Rating **1**

Performance levels		
	4	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance.
	3	All teachers use an instructional process that informs students of learning expectations and standards of performance.

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	2	Most teachers use an instructional process that informs students of learning expectations and standards of performance.
X	1	Few teachers use an instructional process that informs students of learning expectations and standards of performance.
	4	Exemplars are provided to guide and inform students.
	3	Exemplars are often provided to guide and inform students.
	2	Exemplars are sometimes provided to guide and inform students.
X	1	Exemplars are rarely provided to guide and inform students.
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
X	1	The process includes limited measures to inform the ongoing modification of instruction.
	4	The process provides students with specific and immediate feedback about their learning.
	3	The process provides students with specific and timely feedback about their learning.
	2	The process provides students with feedback about their learning.
X	1	The process provides students with minimal feedback of little value about their learning.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Curriculum Maps

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Develop, implement, and monitor an instructional process that includes the use of exemplars to guide and inform students, use of multiple measures, including formative assessments to inform instructional decisions and next steps, and provide students with specific and immediate feedback about their learning.

Supporting Evidence

Student Performance Data:
Overall Yearly Comparisons

Level	Year	Overall Score	Percentile Rank	Classification/ Rewards & Assistance Category	AMO Goal/Met or Not Met
	2012 - 2013	61.5	81	Proficient / Progressing	56.4 / Yes
	2011 - 2012	55.4	57	Needs Improvement	
Delivery Targets		Year	Target	Actual Score	Met / Not Met
Proficiency / Combined KPREP reading and math		2012 - 2013	47.7	36.2	Not Met
Gap / Combined KPREP reading and math		2012 - 2013	41.4	29.5	Not Met

- The school's Overall Accountability Score increased by 6.1 points from 2011-12 to 2012-13. This increase can be directly correlated with the intentional improvements in CCR and graduation rates. However, academic performance data (Achievement, Growth, Gap) shows small increases by comparison and in some cases scores have actually decreased.
- The increase in CCR and graduation rates shows an intentional, laser focus in these two areas which have yielded success. However, smaller gains were made in the areas of achievement and gap, with a 12.8 point decrease in growth, as shown in the table below:

Next Generation Learners Accountability Scores (shown in points)

	Achievement	Gap	Growth	CCR w/bonus	Grad Rate	Overall Score	%ile Rank
2011-12	52.1	31.0	62.8	62.5	68.6	55.4	57
2012-13	55.2	31.9	50.0	81.3	89.2	61.5	81
Difference	+3.1	+.9	-12.8	+18.8	+20.6	+6.1	+24

- The 2013 School Report Card indicates that approximately 53% of students are performing below the proficient level in reading and 74% below the proficient level in math.

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- The percentage of students scoring at the novice level in math increased by 3.1 points (from 23.8% to 26.9%). The percentage of students scoring at the novice level increased in reading an overall 2.6 percentage points (from 40.7% to 43.3%).
- A comparison of gap data from the 2012 and 2013 School Report Cards indicates a decrease of 1.2 percentage points in reading (from 39.4% to 38.2%) and a decrease of 9.7 percentage points in math (from 30.4% to 20.7%) of students scoring at the proficient and distinguished levels for the non-duplicated gap group. A comparison of gap data for science shows an increase of .8 percentage points (20.9% to 21.7%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for social studies shows an increase of 13.2 percentage points (31.1% to 44.3%) from 2011-12 to 2012-13 for the non-duplicated gap group. A comparison of gap data for writing shows an increase of .8 percentage points (32.3% to 33.1%) from 2011-12 to 2012-13 for the non-duplicated gap group. An increase means that the school is closing the gap – more gap group students are scoring P/D (proficient/distinguished) than the year before. A decrease means that fewer students are scoring P/D than the year before.
- A comparison of growth data from the 2012 and 2013 School Report Cards shows a 10.7 percentage point decrease in math (from 62.7% to 52%) and a 14.7 percentage point decrease (from 62.7% to 48%) in reading for students making typical growth.
- The K-PREP end-of-course (EOC) assessment results for 2012-13 show a decrease in the number of students scoring at the proficient and distinguished levels in English II and Algebra II. For English II, approximately 55% scored below proficiency. Approximately 75% of students scored below the proficient level in Algebra II, as shown in the chart below.
- An increase in the percentage of students scoring at the proficient and distinguished level was demonstrated in both Biology and U.S. History. However, even with these increases, 72% of students scored below proficiency in Biology and 56% of students scored below proficiency in U.S. History, as shown in the chart below:

Next Generation Learners K-PREP EOC Assessment Results (%P/D)

	2011-2012	2012-2013	Difference
English II	47.2%	44.7%	-3.5
Algebra II	35.0%	24.7%	-10.3
Biology	25.0%	28.4%	+3.4
U.S. History	38.2%	53.4%	+15.2

- In all content areas on the end-of-course exams, percentages of students scoring at the proficient and distinguished levels are below the state average except social studies which is slightly above the state average.
- ACT data shows scores that are below state averages in all content areas assessed.
- Comparison data from 2012 and 2013 School Report Cards show an increase in the percentage of students meeting benchmarks in English (5.6 percentage points) and a decrease in both math (2.5 percentage points) and reading (6.2 percentage points).
- Overall, ACT data indicates the instructional practices are not yielding student success, as shown in the table below:

ACT Data Summaries

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on ACT			2012-13 School Report Card % of Accountable Students Meeting Benchmark on ACT			Difference from 2011-12 to 2012-13
	School		State	School		State	
English	45.0		52.2	50.6		53.1	+5.6
Math	33.8		38.6	31.3		39.6	-2.5
Reading	37.5		37.5	31.3		44.2	-6.2

Classroom Observation Data:

- The High Expectations Learning Environment received an overall rating of 1.9 on a 4-point scale. In this environment, "Is engaged in rigorous coursework, discussions and/or tasks" was rated 1.9 on a 4-point scale. Based on observations, this item descriptor was rated as very evident in 0% of classrooms, evident in 18% of classrooms, partially observed in 59% of classrooms, and was not observed in 24% of classrooms. These ratings indicate that students may be engaged, but the coursework, discussions, and/or tasks may lack rigor.
- The Equitable Learning Environment received an overall rating of 2.1 on a 4-point scale. The lowest rating for this environment was "Has differentiated learning opportunities and activities that meet his/her needs," which received an average rating of 1.8 on a 4-point scale. Based on classroom observations, this item descriptor was rated as evident/very evident in 24% of classrooms, partially observed in 24% of classrooms and was not observed in 53% of classrooms. This rating indicates that instructional activities may not be regularly differentiated to meet individualized student needs.

Stakeholder Survey Data:

- According to staff survey data, 58% agree/strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting over 40% of the staff is ambivalent or disagrees with this statement.
- According to staff survey data, 79% agree/strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," suggesting staff members are somewhat satisfied with the instructional process.
- 60% of students indicated that they agree/strongly agree with the statement, "All of my teachers provide me with information about my learning and grades," suggesting 40% of the students are ambivalent or disagree with this statement.

Stakeholder interviews, document and artifact review:

- Upon reviewing curriculum maps, evidence indicates an inconsistency or lack of the usage of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.

3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school/system's values and beliefs about teaching and learning.	School Rating 1	Team Rating **1**
Performance levels			

	4	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
	3	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
	2	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
X	1	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.
	4	These programs set high expectations for all school personnel and include valid and reliable measures of performance.
	3	These programs set expectations for all school personnel and include measures of performance.
	2	These programs set expectations for school personnel.
X	1	Limited or no expectations for school personnel are included.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts submitted

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority
Develop and implement a formal process to establish mentoring, coaching and induction programs to support instructional improvement consistent with the school's newly developed mission/belief statements and vision about teaching and learning. Develop a system to ensure that this process is valid and reliable, matching mentee needs to mentor strengths and is documented and monitored for effectiveness.

Supporting Evidence

Student Performance Data:

- A comparison of growth data from the 2012 and 2013 School Report Cards shows a 10.7 percentage point decrease in math (from 62.7% to 52%) and a 14.7 percentage point decrease (from 62.7% to 48%) in reading for students making typical growth.

Stakeholder Survey Data:

- In surveys, 47% of staff agree/strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."
- In surveys, 47% of staff agree/strongly agree with the statement, "In our school, a formal process is in place to support new members in their professional practice."

Stakeholder interviews, document and artifact review:

- Interviews with stakeholders indicated few or no school personnel are engaged in formalized mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching and learning; however, it does occur informally among some teachers.
- The Self-Assessment document ranked indicator 3.7, "Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning," at Level 1.
- Review of required documents revealed no policy or formalized practices/procedures for mentoring, coaching or induction programs.

3.8	The school/system engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	School Rating 3	Team Rating **2**

Performance levels		
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated.
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.
X	2	Programs that engage families in their children's education are available.
	1	Few or no programs that engage families in their children's education are available.
	4	Families have multiple ways of staying informed of their children's learning progress.

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	3	School personnel regularly inform families of their children's learning progress.
X	2	School personnel provide information about children's learning.
	1	School personnel provide little relevant information about children's learning.

Evidence Reviewed
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Design and implement a formal process/program for engaging parents in multiple, meaningful ways in their children's education and keeping them informed of the children's learning progress. Ensure that the process is evaluated regularly for effectiveness through multiple measures and revise as needed based on collected data.

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Supporting Evidence

Stakeholder Survey Data:

- According to student survey data, 43.1% agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning," which suggests more than half of the students do not perceive their families are involved in school activities and their learning.
- According to parent survey data, 61.5% of parents agree/strongly agree with the statement "All of my child's teachers help me to understand my child's progress," which suggests about 40% of the parents are neutral or disagree with this statement.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews indicated that parent communication is general in nature and not always tied to what students know and are able to do.
- Stakeholder interviews also indicate that information is provided in various ways (Facebook, web page, School Messenger, email, phone calls), is mostly related to athletic events and sometimes related to academic events (such as upcoming ACT testing).

Other pertinent information:
The Missing Piece Diagnostic for the first component "Relationship Building" indicates that 3 of the 6 statements were rated at the "apprentice level" with an overall rating of 2.43 on a 4-point scale.

1. Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.
3. Parents and other stakeholders report that they are actively welcomed when they visit the school.
6. School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.

TELL Survey results also provided evidence:

- Teacher agreement levels to all 8 questions under "Community support and involvement in your school" are below state averages.
- 59.2% of teachers agree that "Parents/guardians are influential decision makers in this school," which is below state average of 66.5%.
- 53.5% of teachers agree that "Parents/guardians support teachers, contributing to their success with students."

3.9		The school/system 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.	School Rating 2	Team Rating **2**
Performance levels				
	4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.		
	3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.		
X	2	School personnel participate in a structure that gives them interaction with individual students,		

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		allowing them to build relationships over time with the student.
	1	Few or no opportunities exist for school personnel to build long-term interaction with individual students.
	4	All students participate in the structure.
	3	All students may participate in the structure.
X	2	Most students participate in the structure.
	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
	3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
X	2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.
	1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Revise the existing formal advising/mentoring structure to go beyond the targeted students currently identified to ensure it is providing all students with adults who know them well and advocate for them and who can take responsibility for understanding and speaking for each student's academic and emotional needs regarding learning skills, thinking skills, and life skills.

Supporting Evidence

Student Performance Data:

- A comparison of gap data from the 2012 and 2013 School Report Cards indicates a decrease of 1.2 percentage points in reading and a decrease of 9.7 percentage points in math for students scoring at the proficient and distinguished levels for the non-duplicated gap group. The percentage of students scoring at the novice level in reading increased by 1.5 points and the percentage of students scoring at the novice level in math increased by 4.2 points. The percentage of students scoring at the novice level is significant in reading and math.

Classroom Observation Data:
The Effective Learning Environments Observation Tool (ELEOT) has indicated positive learning experiences are somewhat evident:

- The Supportive Learning Environment received an overall rating of 2.5 on a 4-point scale for item descriptor C.1, "Student demonstrates or expresses that learning experiences are positive." The ELEOT document measure indicates observation of this behavior being evident and very evident in 42% of classrooms.

Stakeholder Survey Data:

- According to student survey data, 44.3% agree/strongly agree 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," suggesting that almost 60% of the students do not perceive or are ambivalent to the existence of an adult advocacy program.
- According to staff survey data, 89.5% of all staff agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well-known by at least one adult advocate in the school who supports that student's educational experience," suggesting that staff members are satisfied that the current structure is effective in ensuring that all students are well-known.

Other pertinent information:

- The Missing Piece "Advocacy" component received an overall rating of 1.83 on the statement, "For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs." One indicator in this component was rated at the novice level:

  4. School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.

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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.	School Rating 2	Team Rating **2**

Performance levels		
	4	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
X	2	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers use common grading and reporting policies, processes, and procedures.
	4	These policies, processes, and procedures are implemented without fail across all grade levels and all courses.
	3	These policies, processes, and procedures are implemented consistently across grade levels and courses.
X	2	These policies, processes, and procedures are implemented across grade levels and courses.
	1	Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes, and procedures.
	3	Stakeholders are aware of the policies, processes, and procedures.
X	2	Most stakeholders are aware of the policies, processes, and procedures.
	4	The policies, processes, and procedures are formally and regularly evaluated.
	3	The policies, processes, and procedures are regularly evaluated.
	2	The policies, processes, and procedures may or may not be evaluated.
X	1	No process for evaluation of grading and reporting practices is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data

- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Review and revise common grading and reporting policies, processes and procedures to ensure that they are 1) are clearly defined, 2) represent student attainment of standards and skills across grade levels and content, 3) are implemented with fidelity and, 4) are formally and regularly evaluated.

Supporting Evidence

Classroom Observation Data:
The Effective Learning Environments Observation Tool (ELEOT) identified the following information on learning environments supporting progress monitoring and feedback for students:

- The Progress Monitoring and Feedback Environment component received an overall rating of 2.3 on a 4-point scale for item descriptor E.1, "Student is asked and/or quizzed about individual progress/learning". The ELEOT document measure indicates observation of this behavior being evident/very evident in 35% of classrooms.
- The rating for ELEOT item descriptor E.4, "Student understands how her/his work is assessed," received an overall ranking of 2.1 on a 4-point scale, indicating observation of this behavior being evident/very evident in 30% of classrooms.
- The rating for ELEOT item descriptor E.5, "Student has opportunities to revise/improve work based on feedback", received an overall ranking of 1.9 on a 4-point scale, indicating observation of this behavior being evident/very evident in 24% of classrooms.

Stakeholder Survey Data:

- According to survey data, 42.1% of staff members agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their child's learning progress," indicating almost 60% of the staff members are ambivalent or disagree with this statement.
- According to survey data, 53% of staff members agree/strongly agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting," which suggests almost half of the staff members are not satisfied with this statement.
- According to survey data, 46% of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress," suggesting over half of the students are ambivalent or disagree with this statement.

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- According to survey data, 66.2% of parents agree/strongly agree with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught” suggesting 34% of the parents are ambivalent or disagree with this statement.
- According to survey data, 55.4% of parents agree/strongly agree with the statement, “All my child’s teachers keep me informed regularly of how my child is being graded,” suggesting almost half of the parents are ambivalent or disagree with these statements.
- According to survey data, 61.5% of parents agree/strongly agree with the statement, “All of my child’s teachers help me to understand my child’s progress,” suggesting more than one third of the parents are ambivalent or disagree with this statement.

Stakeholder interviews, document and artifact review:

- The grading scale is identified in student handbook. Clearly defined criteria indicating each student’s attainment of the content knowledge and skills were not apparent.
- The staff of the school ranked themselves a “Level 2” on indicator 3.9 on the Self-Assessment question, “The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”

3.11		All staff members participate in a continuous program of professional learning.	School Rating 2	Team Rating **2**
Performance levels				
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction.		
	3	All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction.		
X	2	Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction.		
	1	Few or no staff members participate in professional learning.		
	4	Professional development is based on an assessment of needs of the school and the individual.		
	3	Professional development is based on an assessment of needs of the school.		
X	2	Professional development is based on the needs of the school.		
	1	Professional development, when available, may or may not address the needs of the school or build capacity among staff members.		
	4	The program builds measurable capacity among all professional and support staff.		
	3	The program builds capacity among all professional and support staff.		
X	2	The program builds capacity among staff members who participate.		
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.		
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.		
	2	The program is regularly evaluated for effectiveness.		
X	1	If a program exists, it is rarely and/or randomly evaluated.		
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
Self-Assessment				

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	Executive Summary
	Previous KDE Leadership Assessment
	KDE School Report Card
	AdvancED Stakeholder Survey data
	ELEOT Classroom Observation data
	Stakeholder interviews
	Review of documents and artifacts

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Create a rigorous, continuous program of professional learning aligned with the assessment of school and individual needs, including support staff. Ensure that the process is implemented, systematically monitored and evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning, and ensure that it is well-documented.

Supporting Evidence

Classroom Observation Data:
The Effective Learning Environments Observation Tool (ELEOT) identified the following information on learning environments supporting high expectations for students:

- The High Expectations Environment received an overall ranking of 1.9 on a 4-point scale. Item descriptor B.3, "Student is provided exemplars of high quality work" received a rating of 1.5 on a 4-point scale, with observation of this behavior being evident/very evident in 12% of classrooms.

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- ELEOT item descriptor B.4, “Student is engaged in rigorous coursework, discussions and/or tasks” received a rating of 1.9 on a 4-point scale, with observation of this behavior being evident/very evident in 18% of classrooms.
- ELEOT item descriptor B.5, “Student is asked and responds to questions that require higher order thinking” received a rating of 1.8 on a 4-point scale, with observation of this behavior being evident/very evident in 18% of classrooms.

Stakeholder Survey Data:

- Teacher survey data suggests that many teachers are ambivalent or disagree with the support for professional learning. For example:
  - 63.2% of staff members agree/strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
  - 42% of staff members agree/strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”
  - 47.4% of staff members agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”
  - 47.4% of staff members agree/strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”

Other pertinent information:
TELL survey results also provided evidence:

- 30% of teachers agree that “Professional development is differentiated to meet the needs of individual teachers.”
- 54.3% of teachers agree that “Professional development deepens teachers’ content knowledge.”
- 44.1% of teachers agree that “In this school, follow-up is provided from professional development.”
- 45.1% of teachers agree that “Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.”
- 40.6% of teachers agree that “Professional development is evaluated and results are communicated to teachers.”
- 66.2% of teachers agree that “Professional development enhances teachers’ abilities to improve student learning.”
- The professional development plan for 2013-14 indicates that all required professional development sessions do not lend themselves to individualization to meet teachers’ growth needs. The book study reflection sheets indicate that teachers chose a variety of books on differing topics. There are five “planning” days but content is not established in the professional development plan. The information below is an excerpt from the professional development plan:

Professional Development Days 2013-2014			
PGES	June 17-19, 2013	August 1-2, 2013	12
Data Disaggregation	October 24, 2013		6
Summer Book Study (July 31, 2013)	April 02, 2013		6

Total 24 (hours)

3.12	The school/system provides and coordinates learning support services to meet the unique learning needs of students.	School Rating 2	Team Rating **2**

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

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Self-Assessment
Executive Summary
Previous KDE Leadership Assessment
KDE School Report Card
AdvancED Stakeholder Survey data
ELEOT Classroom Observation data
Stakeholder interviews
Review of documents and artifacts

In determining the rating for this indicator the team should consider an array of information. However, **<u>these sources of information must be considered</u>**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

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Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Develop and implement instructional processes that use data systematically and continuously to identify and meet the unique learning needs of students. Ensure that these processes include instructional strategies to address the areas of differentiation/personalization, active learning and student engagement which will lead to increases in student achievement in all content areas, at all grade levels and for all students.

Supporting Evidence

Student Performance Data:

- Performance data does not show all students are provided equitable and challenging learning experiences that lead to student learning.
    - In all content areas on the end-of-course exams, percentages of students scoring at the proficient and distinguished levels are below the state average except in social studies which is slightly above the state average, as shown in the chart below:

Reading / Eng II		**Math / Alg II**		**Science/Biology**		**Soc. St./US His**		**Writing/On Dem**		**Lang. Mech.**	
School	State	School	State	School	State	School	State	School	State	School	State
51.7	61	49.3	55.6	47.4	58.1	62	59.8	64.7	68.9	66.7	69
+/-	- 9.3	+/-	-6.3	+/-	-10.7	+/-	+2.2	+/-	-2.2	+/-	-2.3

Classroom Observation Data:
The Effective Learning Environments Observation Tool (ELEOT) identified the following information:

- In the Equitable Learning Environment, item descriptor A.1, "Student has differentiated learning opportunities and activities that meet her/his needs" received an overall rating of 1.8 on a 4-point scale, with observation of this behavior being evident/very evident in 24% of classrooms.
- ELEOT item descriptor A.4, "Student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," received a rating of 1.5 on a 4-point scale, with observation of this behavior being evident/very evident in 18% of classrooms.

Stakeholder Survey Data:

- Stakeholder survey data related to using data to meet students' individual needs is varied. For example:
    - 79.0% of the staff agree/strongly agree with the statement, "In our school, all staff members use student data to address the unique learning needs of all students," suggesting staff members are somewhat satisfied with the statement.

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- 63.2% of the staff agree/strongly agree with the statement, “In our school, related learning support services are provided for all students based on their needs,” suggesting over one third of staff members are ambivalent or disagree with this statement.
- 47.0% of students agree/strongly agree with the statement, “My school provides learning services for me according to my needs,” suggesting more than half of the students are ambivalent or disagree with this statement.
- 28.6% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 65.0% of parents agree/strongly agree with the statement, “My child has access to support services based on his/her identified needs,” suggesting one third of the parents are ambivalent or disagree with this statement.

Stakeholder interviews, document and artifact review:
The school’s Self-Assessment indicated the following results for the question on the Stakeholder Feedback Diagnostic, “Which area(s) indicate the overall lowest level of satisfaction or approval?” Individual areas of low satisfaction highlighted by students include:

- Students are treated with respect (39.2%)
- Students treat adults with respect (23.9%)
- Teachers adapt to my learning needs (28.6%)
- Variety of resources to help me succeed (21.7%)
- Students help each other - even if not friends (25.6%)
- Students have input on improvement processes (37.6%)

Parent surveys indicate the lowest level of satisfaction in the areas of Governance and Leadership (57.1% strongly agree or agree) and Teaching and Assessing for Learning (66.1% strongly agree or agree.) Individual areas of low satisfaction highlighted by parents include:

- Parents are involved in revision of purpose statement (47.1%)
- Opportunities for stakeholder involvement (49.2%)
- Teachers individualize instruction for my child (50.8%)

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Standard 3 Overview

A brief narrative overview concludes the team's analysis and review of the standard. This overview consists of two components:

1.) Themes that have emerged from the team's review of the standard.

The school's accountability index increased 6.1 points from the 2011-12 to the 2012-13 school year. This gain moved the school from the 57th percentile to the 81st percentile and a Proficient/Progressing classification. The largest gains in the Next-Generation Accountability Model were seen in college-career readiness and in graduation rate measures. The Internal District Review team at Lee County recognized the collaborative effort by all stakeholders to achieve this type of growth. The team also identified some common themes from Standard 3 (Teaching and Assessing for Learning) to provide guidance as the school defines actions to be implemented to continue their school improvement efforts.

Differentiation/personalization Leading to Rigorous, Relevant and Engaging Instruction

- Classroom ELEOT observations show student engagement was rated 2.1 on a 4-point scale. The lowest rating for this environment was "Has differentiated learning opportunities and activities that meet his/her needs" which received 1.8 on a 4-point scale.
- Student survey data reveals that only 28% of students agree/strongly agree with the statement "All of my teachers change their teaching to meet my learning needs," and less than 50% of students agree/strongly agree with the statement, "My school motivates me to learn new things."
- A review of documentation and observations indicated that the school is providing dual credit courses for more advanced students.
- Interviews revealed that some teachers provide opportunities for students to retest and have another opportunity to show they have mastered a standard.
- Areas of growth indicated by the principal's presentation include intentional increases in student engagement activities, active learning and rigor and relevance. Observations revealed minimal active student engagement. Differentiated learning experiences to meet the unique needs of students occurred on a limited basis. Instructional delivery was mainly teacher-led in whole-group settings. Differentiated, rigorous and relevant instruction to meet the students' individual needs was rarely observed during classroom observations. Evidence of formalized collaboration between special needs and regular education teachers to design personalized instruction and increase student engagement was minimal.
- The review of documents and stakeholder interviews indicated the need to formalize the school's instructional process to ensure every classroom is monitored for effective professional practice and is provided specific, descriptive feedback for increasing effectiveness at providing differentiated/personalized instruction that is rigorous, relevant and engaging for all students. This process should include providing professional development experiences that are needs-based and individualized for staff

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members and that address differentiated strategies to provide rigorous, relevant and engaging instructional practices.

Collaboration

- Lee County High School' Self-Assessment indicated a rating of "Level 1" on indicator 3.5 stating "Teachers participate in collaborative learning communities to improve instruction and student learning."
- Staff surveys indicate approximately 89% of teachers agree/strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas." However, the efforts to increase collaboration have not resulted in an increase in student performance that is consistent with state averages in achievement and gap measures on end-of-course exams.
- PLC documentation and artifacts revealed that PLC groups created a list of non-negotiables (not all were specific to content, but general in nature – e.g., 11th Grade ELA – 3 modes of writing, Grammar 8 parts of speech). Some teacher reflections have occurred as well as some sharing of instructional activities during formalized PLC time.
- PLC documentation also revealed that there was a formal structure for the PLC process (PDSA format); however, it is not clear if this format is used regularly or if it has had an impact on change. Documentation indicates inconsistency in quality and varied expectations from department to department.
- Some teachers participated in book reviews; however, it was not evident that PLC groups participated in the same book study or that professional growth needs were used to determine the topic of the book.
- Collaboration efforts should have an intentional focus on monitoring and evaluating the effectiveness of school initiatives that result in increased student achievement.
- The review of documents and stakeholder interviews indicated the need to further develop effective collaborative practices which include formalized processes and protocols for professional learning communities in which all staff members participate. Leadership should ensure that these processes/protocols include training and staff development on the PLC process, monitor fidelity of implementation and provide guidance and feedback to ensure that all PLC meetings are focused on monitoring curriculum, assessment and instructional practices and all forms of classroom and school level data.

Use of Data for Continuous Improvement

- Documentation and artifacts did not reveal a formalized process for analyzing any forms of student data (e.g., student work samples, student formative and summative assessment data); however, some departments participated in reviewing/analyzing data including PLAN/ACT data with varying depths of analysis (some superficial analysis occurred by departments).
- Stakeholder interviews revealed that not all staff were clear on the process/protocol to collect, analyze and interpret state and classroom data.
- The Comprehensive School Improvement Plan indicates some activities around the use of data which include "tracking progress of targeted students" and "students track own academic progress/student data notebooks."
- The review of documents and stakeholder interviews indicated the need to review and refine the school's process to monitor, evaluate and adjust curriculum,

instruction, assessments, and professional practice in response to classroom level assessment data. Revising and implementing a process to include the collecting and analyzing of classroom level data, setting goals, planning, implementing, and evaluating the results will provide the school level leadership a process of continuous improvement for teachers to meet the varied learning needs of all students. Monitoring and evaluating the effectiveness of teaching practices, the examination of student work, reflection, and peer coaching should become a part of the school's ongoing system of improvement that is consistent with the school's beliefs of teaching and learning which are aligned to the new vision/mission.

Attachments:

1) Leadership Assessment Addendum
2) ELEOT Worksheet

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

Deficiency 1: The principal has not used the district certified personnel evaluation process to improve staff performance.

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

Team evidence:
Interviews, principal presentation, district Certified Evaluation Plan, Teacher Professional Growth and Effectiveness System (TPGES) pilot information, professional growth plan process in TPGES, professional development plan

Team comments:

- The principal used the district certified evaluation process and the TPGES framework (with 10 pilot teachers) as a tool to drive improved teacher performance and instructional practice.
- Teachers and administrators state that their professional growth plans are derived from identified areas of needs through the evaluation process.
- The principal conducts observations (method: 3 short and 1 long) on pilot teachers using the Kentucky Framework for Teaching. Walkthroughs are conducted using only domains 2 and 3 of the framework and include a variety of stakeholders including central office personnel, higher education partners and co-op personnel; however, this does not occur on a regular basis. All classrooms were updated with new cameras to be used for videotaping instruction for self-reflection and peer feedback. Interviews indicated that these cameras are not used regularly for this purpose and that not all teachers have been trained to use them.
- Two professional development days were used this year to train all staff on PGES.

Deficiency 2: The principal has not provided an aligned curriculum to guide instruction.

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

Team evidence:

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Required documents submitted for curriculum (#1-5), stakeholder interviews, classroom observations
Team comments: • The principal and school have provided professional development/teacher planning days to work on curriculum alignment. The aligned curriculum maps were uploaded to CIITS and implementation is to be monitored through this platform. However, there was little evidence of monitoring occurring or feedback being provided on fidelity of implementation. • Teacher planning days have been used by departments for reviewing vertical alignment for subjects across all grade levels. • Teacher planning days have also been used as times for middle school and high school content areas for content area training and to review curriculum for gaps and overlaps. • The effectiveness of these teacher planning days has not been measured.

Deficiency 3: The principal has not ensured effective two-way communication between school and stakeholders.

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

Team evidence: Communication plan, principal presentation, principal interview, school web page, stakeholder interviews, stakeholder surveys, PLC minutes
Team comments: • The principal has created a communication plan that outlines internal and external communications that will occur daily/weekly, monthly, quarterly and annually as well as the point person for the communication strategy, how the message will be communicated and the expected impact. • The communication plan utilizes a variety of methods for informing stakeholders including email, School Messenger, open houses, the school web site, the newly developed school Facebook page, local newspaper and home visits by the Director of Pupil Personnel and Youth Services Center Coordinator. • The communication plan addresses all stakeholder groups through various formats including Bobcat Talk (student focus team), Advisory Council (parent and teacher groups) and parent surveys. • There was no evidence provided/available to determine the effectiveness and impact of the communication plan.

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Deficiency 4: The principal and the school council have not developed a systematic process for monitoring and evaluating the impact of resources (e.g., human, physical, fiscal, instruction, time) on classroom practices and student achievement.

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

Team evidence:
Principal presentation, principal interview, school webpage, stakeholder interviews, stakeholder surveys, Advisory Council meeting minutes, faculty meeting PD agendas & minutes, ELEOT observations, schedules, CSIP, PGES Rollout Plan

Team comments:

- The principal, along with district and external partners, have conducted ELEOT observations in classrooms both last year and this year. Cameras were installed in all classrooms to allow teachers to record themselves for self-reflection purposes as well as for peer feedback. However, evidence was not available that feedback was provided to teachers or that the walkthrough process is positively impacting professional practice.
- The master schedule for the 2013-14 school year was collaboratively developed by the "A-Team" (members include principal, assistant principal, guidance counselor, ER team, central office administrators including the superintendent) based on student need and input. Adjustments were made to the draft schedule after input from teachers. Suggestions from staff included the addition of common planning time.
- According to PLC agenda and minutes it is not clear that data is being used to drive discussions and actions around adjustment to instructional practice (differentiation, student engagement, active learning) to increase student achievement.
- There have been multiple structures put in place for shared leadership which include:
    - A-Team (administration) which has a rotating meeting time to accommodate all teachers' attendance and participation; however, only a few teachers take advantage of attending these meetings.
    - Committee meetings during faculty meetings
    - Advisory committees
    - Principal's cabinet
    - PLC meetings

  The extent to which this shared leadership structure is having the desired impact on increasing effectiveness of professional practice and student achievement cannot be determined.

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Deficiency 5: The principal and school council have not provided a vision or plan to ensure continuous school improvement.

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

Team evidence:
Principal presentation, principal interview, school web page, stakeholder interviews, stakeholder surveys, PLC minutes, Advisory Council meeting minutes, faculty meeting PD agendas and minutes, CSIP, student performance data, writing plan

Team comments:

- The mission and vision have been revised with stakeholder input through the shared leadership structure to arrive at these statements:

  Mission: "All Lee County High School students will achieve the academic, technical and social skills necessary to be successful in school and life."
  - "We believe…..students come first."
  - "We believe…..student learning is the chief priority in our school."
  - "We believe…..all students should be provided skills they will use for the rest of their lives."
  - "We believe…..all students will graduate being College and Career Ready."
  - "We believe…..all students can learn at high levels."

  Vision: "LCHS Clawing to the Top"

  Evidence indicates that, while the newly developed mission and vision are in place and visible, these statements are not driving instructional changes that will lead to increased student achievement through changes in the comprehensive school improvement plan activities/strategies and classroom practices.

Deficiency 6: The principal and school council have not adopted and implemented policies and procedures needed to sustain continuous school improvement.

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

Team evidence:
Principal presentation, principal interview, stakeholder interviews, stakeholder surveys, advisory council meeting minutes, faculty meeting PD agendas and minutes, CSIP

Team comments:

- The Advisory Council has begun work to review and revise policies to ensure that they have all required policies.
- Advisory council agenda and minutes from October and December, 2013 indicate that there is a review of documents that contain student level data (specifically the Quarterly Report) and the Comprehensive School Improvement Plan; however, it is not clearly evident that items included on the agenda focus directly on improving instructional practice or continuous improvement.

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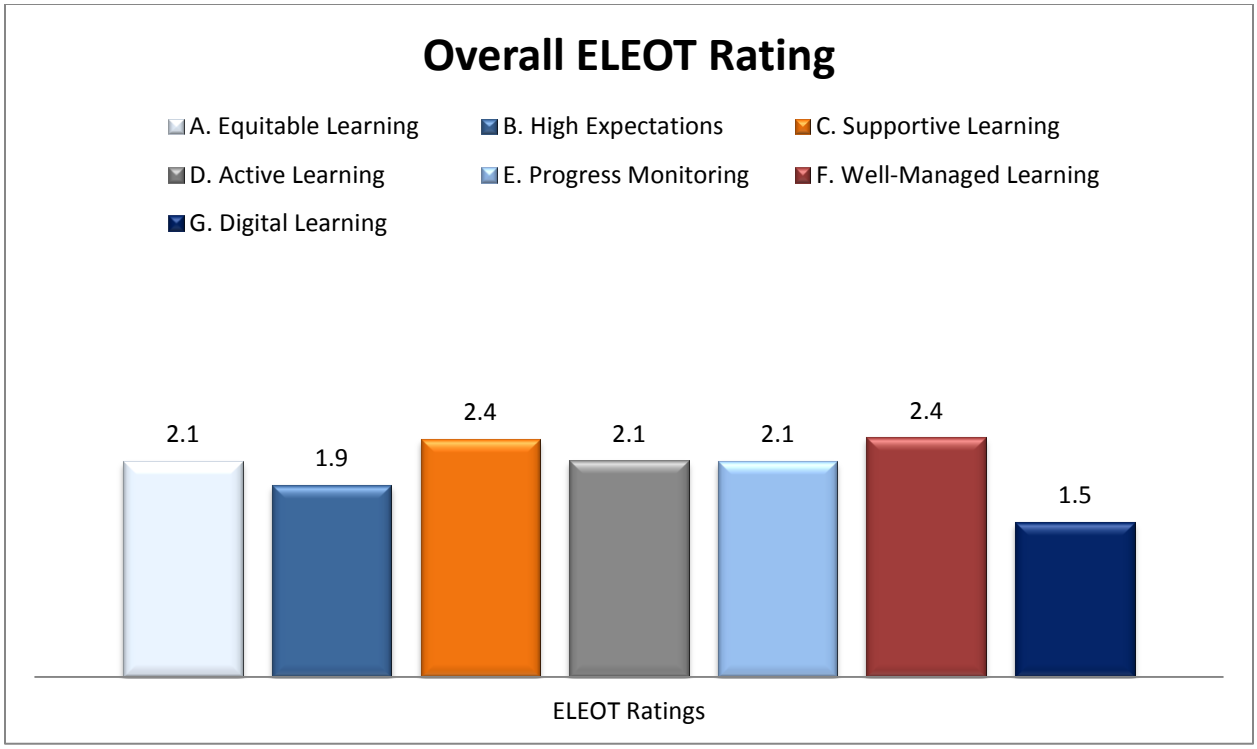

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