

DIAGNOSTIC REVIEW REPORT

FOR

Frost Middle School

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Louisville, Kentucky
40272

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Introduction to the Diagnostic Review

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

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

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

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

Part I: Findings

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

Standards and Indicators

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

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

Standard 1: Purpose and Direction

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

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

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.3

Indicator	Source of Evidence	Performance Level
1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE Leadership Assessment • KDE School Report Card (2011-12 & 2012-13) • AdvancED Stakeholder Survey Data • School Mission Statement 	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE Leadership Assessment • KDE School Report Card (2011-12 & 2012-13) • AdvancED Stakeholder Survey Data 	1
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE Leadership Assessment • KDE School Report Card (2011-12 & 2012-13) • AdvancED Stakeholder Survey Data • Walkthrough Binder 	1

Indicator	Opportunity for Improvement
1.1	Engage all stakeholders in establishing and implementing a systematic and comprehensive process to review, revise, and communicate the school's purpose and shared values and beliefs. Ensure that the purpose and belief statements commit to high expectations and connect to instructional practices that support challenging and equitable experiences for all students.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school's purpose and belief statements are effectively driving efforts to ensure high expectations and success for all students. For example:
 - Student performance data from the 2012-2013 School Report Card ranks Frost Middle School as the state's lowest performing middle school based on the Unbridled Learning Accountability System.
 - The School Report Card for 2012-13 indicates a decline in the Overall Score from 2011-2012. The Overall Score for 2011-12 was 29.3 and the Overall Score for 2012-13 was 27.9.
 - Data from the 2012-2013 School Report Card shows a decrease in all four areas of the Next-Generation Learners accountability points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- College and Career Readiness (CCR) accountability is derived from the percentage of accountable students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of CCR percentages on the 2011-2012 and 2012-2013 School Report Cards indicates a decrease in the total weighted score from 2.5 to 2.3. The percentage of students meeting benchmarks increased from 27.7% to 30.1% in English and from 4.6% to 7.1% in math. The percentage of students meeting benchmarks in reading decreased from 13.8% to 5.8%.
- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
- A comparison of gap data from 2011-2012 and 2012-13 School Report Cards indicates a 1.4% increase in reading and a 2.4% decrease in math for students scoring at Proficient and Distinguished levels. The percentage of students scoring at the Novice level in reading was reduced by 2.4% and the percentage of students scoring at the Novice level in math was reduced by 6.1%. However, the percentage of students scoring at the Novice level is still significant.

Classroom Observation Data:

- Classroom observation data does not suggest that the school is successful in ensuring high expectations and effective instructional practices that support student success.

Equitable Learning	1.9
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

Stakeholder Survey Data:

- Students, parents, and teachers all believe that the school's purpose statement is clearly focused on student success, but there is not strong agreement among stakeholders that they have been involved in the process of formally reviewing and revising the school's purpose statement. In surveys:
 - 65% of staff agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders," suggesting that one-third of the staff does not perceive stakeholder involvement in the review/revision process.
 - 66% of staff indicated that they agree or strongly agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction," suggesting over one-third of the staff disagree with or are ambivalent toward this statement.
 - 63% of parents indicate that they agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents," suggesting over one-third of the parents surveyed do not perceive that they are involved in the review and revision of the purpose statement.

Stakeholder interviews, document and artifact review:

- The school's purpose is stated in the Executive Summary, but the process by which the purpose is developed and reviewed and the assurance of stakeholder involvement are not apparent.
- The school's purpose is not addressed in advisory meeting minutes or agendas.
- Review of documentation revealed that a policy regarding the process, review, and revision of the school's purpose does not exist.

Standard 2: Governance and Leadership

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

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

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.3

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Stakeholder Interviews and Surveys • Council Agendas and Minutes • Review of Policies/Procedures • Schedules • Budget Reports • Staff Handbook • Self-Assessment • Classroom Observation Data • Review of Documents and Artifacts • KDE School Report Cards • Principal Presentation 	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Stakeholder Interviews and Surveys • Review of Policies/Procedures • Schedules • Budget Reports • Self-Assessment • Review of Documents and Artifacts • Professional Growth Plans • Advisory Council Agendas and Minutes 	3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Stakeholder Interviews and Surveys • Review of Policies/Procedures • Schedules • Budget Reports • Staff Handbook • Self-Assessment • Classroom Observation Data • Review of Documents and Artifacts • Principal Presentation • Professional Growth Plans 	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Stakeholder Interviews and Surveys • Review of Policies/Procedures • Schedules • Budget Reports • Staff Handbook • Self-Assessment • Classroom Observation Data • Review of Documents and Artifacts • Principal Presentation • Copies of Communication 	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Stakeholder Interviews and Surveys • Review of Policies/Procedures • Schedules • Budget Reports • Self-Assessment • Classroom Observation Data • Review of Documents and Artifacts • Professional Growth Plans 	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> Stakeholder Interviews and Surveys Review of Policies/Procedures Schedules Budget Reports Self-Assessment Classroom Observation Data Review of Documents and Artifacts Principal Presentation 	2

Indicator	Opportunity for Improvement
2.1	Develop and implement policies and processes that clearly define a structure to monitor school operations, effective instruction and assessments, and professional growth feedback to enhance teaching and learning.
Rationale	

Student Performance Data:

- Based on the 2011-2012 and 2012-2013 School Report Cards, the school’s state assessment scores have continued to decline and the school is ranked as the lowest performing middle school in the state. Student performance data suggests that policies and processes that clearly define a structure to monitor effective instruction and assessments and provide professional growth feedback to enhance teaching and learning are not evident. For example:
 - Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

Year	Achievement		Gap		Growth		CCR	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
- According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.
- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- Classroom observation data does not reflect effective instructional practices and assessments resulting in equitable and challenging learning experiences for all students. Observation data identifies a significant need for professional growth opportunities to address the instructional needs of individual teachers. The following provides an overview of each learning environment observed:

Equitable Learning	1.9*
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

*using a 4 point scale

Stakeholder Survey Data:

- According to student surveys, 63% agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.” This result indicates the need to improve instructional experiences in the classroom to increase high expectations and challenging learning opportunities.
- According to staff surveys, 74% agree or 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.” However, student performance data and classroom observations do not support this rate of agreement.

Stakeholder interviews, document and artifact review:

- Review of teacher evidence binders, stakeholder interviews, and PLC documents revealed evidence that teachers have limited understanding of how to provide equitable and challenging classroom opportunities guided by a strong purpose and direction.

- Review of the school policies and staff handbook indicated the need to clearly define a process to reflect shared values and beliefs about improving teaching and learning.

Indicator	Opportunity for Improvement
2.4	<p>Collaborate with staff, parents and community members to develop a culture that promotes deliberate and consistent school improvement decisions.</p> <p>Document evidence that school leadership actively and consistently supports and encourages innovation, collaboration, shared leadership, and rigorous professional growth to foster a culture of high standards for all students.</p>
Rationale	

Student Performance Data:

- Student performance data suggests that efforts to foster a positive culture to improve student achievement have not been effective. For example:
 - It is of great concern that the school is the lowest performing middle school in the state and that the school's Overall Score declined from 2011-12 to 2012-13.
 - All Next-Generation Learner accountability categories (Achievement, Gap, Growth, and CCR) declined from 2011-12 to 2012-13.
 - With the exception of reading and language mechanics, students performing at Novice and Apprentice levels increased from 2012 to 2013. Therefore, the percentage of students performing at Proficient and Distinguished levels decreased in most core subjects.

	Percent Novice & Apprentice			Percent Proficient and Distinguished	
	2011-2012	2012-2013	Difference	2011-2012	2012-2013
Reading	87.2%	86.1%	-1.1%	12.8%	13.8%
Mathematics	87.7%	90.1%	+2.4%	12.3%	9.9%
Science	83.2%	85.0%	+1.8%	16.9%	15%
Social Studies	77.2%	84.0%	+6.8%	22.8%	16.0%
Writing	88.8%	90.8%	+2.0%	11.2%	9.2%
Language Mechanics	93.0%	91.4%	-1.6%	7.0%	8.6%

Stakeholder Survey Data:

- According to parent surveys, 61% indicated that they agree or strongly agree with the statement, "Our school shares responsibility for student learning with its stakeholders," suggesting almost 40% of stakeholders do not perceive that responsibility for student learning is shared with stakeholder.
- According to parent surveys, 58% indicated that they agree or strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school," which indicates over 40% do not perceive they have opportunities to be involved in the school.

- According to staff surveys, 84% indicated that they agree or strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- According to staff surveys, 66% indicated that they agree or strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction,” suggesting over one-third of the staff are neutral or disagree with the degree of stakeholder engagement with the school’s purpose and direction.
- Surveys indicate staff members are highly satisfied with high expectations. 91% indicated that they agree or strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.” However, student performance data suggests that high expectations are not apparent.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews revealed a limited amount of collaborative opportunities to productively impact student achievement.
- Review of artifacts revealed limited evidence of stakeholder collaboration to ensure innovation, shared leadership, and a commitment to high standards.

Indicator	Opportunity for Improvement
2.5	<p>Research, identify and implement ways to proactively and persistently engage all stakeholders, including students, in the school’s purpose and direction.</p> <p>Collaborate and provide opportunities for stakeholders to (1) shape decisions, solicit feedback and respond to stakeholders, (2) work on school improvement efforts, and (3) provide and support meaningful leadership roles for stakeholders.</p>
Rationale	

Student Performance Data:

- The school’s performance data has declined over the past two years, indicating the need to engage all stakeholders to participate fully in school improvement efforts. For example:
 - The School Report Card for 2012-13 indicates a decline in the Overall Score from 2011-2012. The overall score for 2011-12 was 29.3 and the overall score 2012-13 was 27.9.
 - A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
 - The percentage of gap students performing at Proficient/Distinguished levels declined in most subject areas from 2012 to 2013.

Gap Students – Percent Proficient/Distinguished						
	Reading		Math		Science	
Year	2012	2013	2012	2013	2012	2013
%	12.6	14	11.8	9.4	16.8	15.6

+/-		+1.4		-2.4		-1.2
	Social Studies		Writing		Language Mech.	
Year	2012	2013	2012	2013	2012	2013
%	21.5	15.9	11.8	9.4	5.8	7.4
+/-		-5.6		-2.4		+1.6

- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Stakeholder Survey Data:

- According to parent surveys, 61% indicated that they agree or strongly agree with the statement, "Our school shares responsibility for student learning with its stakeholders," suggesting almost 40% of stakeholders do not perceive that responsibility for student learning is shared with stakeholder.
- According to parent surveys, 58% indicated that they agree or strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school," which indicates over 40% do not perceive they have opportunities to be involved in the school.
- According to staff surveys, 84% indicated that they agree or strongly agree with the statement, "Our school's leaders support an innovative and collaborative culture."
- According to staff surveys, 66% indicated that they agree or strongly agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction," suggesting over one-third of the staff are neutral or disagree with the degree to which stakeholders are engaged with the school's purpose and direction.
- Surveys indicate staff members are highly satisfied with high expectations as 91% indicated that they agree or strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards." However, student performance data suggests that high expectations are not apparent.

Tell Kentucky Survey Data:

- The 2013 Tell Kentucky Survey data indicates that parents and community may not be engaged in the school's improvement process and establishment of the purpose and direction. For example:
 - 17% of teachers agree or strongly agree with the statement, "Parent/guardians are influential decision makers in this school."
 - 40% agree or strongly agree with the statement, "Parents/guardians know what is going on in this school."

- 43% agree or strongly agree with the statement, “The community we serve is supportive of this school.”
- 37% agree or strongly agree with the statement, “Teachers have an appropriate level of influence on decision making in this school.”
- 13% agree or strongly agree with the statement, “Teachers feel comfortable raising issues and concerns that are important to them.”

Indicator	Opportunity for Improvement
2.6	<p>Develop, implement and regularly monitor a clearly defined plan to enhance supervision and evaluation processes to promote effective professional practice ensuring student success.</p> <p>Analyze results and provide specific feedback from professional practices ensuring improved teaching and student learning.</p>
Rationale	

Student Performance Data:

- Based on student performance data there is a need to improve professional practice to ensure student success. For example:
 - Student performance data from the 2012-2013 School Report Card ranks Frost Middle School as the state’s lowest performing middle school based on the Unbridled Learning Accountability System.
 - Data from the 2012-2013 School Report Card shows a decrease in all four areas of the Next-Generation Learners accountability points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- The percentage of students meeting benchmarks on EXPLORE increased in English and math, but decreased in reading.
- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
- A comparison of gap data from 2011-2012 and 2012-13 School Report Cards indicates a 1.4% increase in reading and a 2.4% decrease in math for students scoring at Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in reading was reduced by 2.4% and the percentage of students scoring at the Novice level in math was reduced by 6.1%. However, the percentage of students scoring at the Novice level is still significant.

Classroom Observation Data:

- The team observed a few classrooms where teachers were attempting to implement best practice strategies, but the overall results of the classroom observation data do not suggest there is an effective supervision and evaluation process in place to improve teaching and learning. For example:
 - Instances in which students demonstrated that they knew and were striving to meet high expectations established by the teacher were evident/very evident in 19% of classrooms.
 - Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 9% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 16% of classrooms.
 - Instances in which students were actively engaged in learning activities were evident/very evident in 26% of classrooms.
 - Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in 22% of classrooms.
 - Instances in which students used technology to communicate and work collaboratively for learning were evident/very evident in 19% of classrooms.

Staff Survey Data:

- Staff members are highly satisfied with the level of supervision provided for teaching and learning. For example:
 - 84% of the staff agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
 - 86% of the staff agree or strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
 - 80% of the staff agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”

Stakeholder interviews, document and artifact review:

- Interviews with the administrative team and teachers revealed the need to regularly monitor instruction and provide specific feedback on instructional practices to improve teaching and learning.

Standard 3: Teaching and Assessing for Learning

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

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.4

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE School Report Cards • AdvancED Stakeholder Survey Data • Classroom Observation Data • Review of Documents and Artifacts 	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE School Report Cards • AdvancED Stakeholder Survey Data • Review of Documents and Artifacts 	1
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE School Report Cards • AdvancED Stakeholder Survey Data • Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts 	1

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • KDE School Report Cards • Classroom Observation Data • Stakeholder Interviews • Review of Documents and Artifacts 	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Stakeholder Survey Data • Stakeholder Interviews • Review of Documents and Artifacts • KDE School Report Cards 	2
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Stakeholder Survey Data • Stakeholder Interviews • Review of Documents and Artifacts • KDE School Report Cards • Classroom Observation Data 	1

3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Executive Summary • Stakeholder Survey Results • Stakeholder Interviews • KDE School Report Cards • Classroom Observation Data • Previous KDE Leadership Assessment • Self-Assessment • Review of Artifacts and Documentation 	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Stakeholder Surveys • Executive Summary • Previous KDE Leadership Assessment • Self-Assessment • Review of Artifacts and Documentation • Classroom Observation Data 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Stakeholder Survey Data • Review of Artifacts and Documents • Self-Assessment • Stakeholder Interviews 	1
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Stakeholder Survey Data • Review of Artifacts and Documents • Self-Assessment • Stakeholder Interviews • Previous KDE Leadership Assessment 	1

3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Stakeholder Survey Data • Review of Artifacts and Documents • Self-Assessment • Stakeholder Interviews • Previous KDE Leadership Assessment 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Stakeholder Survey Data • Review of Artifacts and Documents • Self-Assessment • Stakeholder Interviews • Previous KDE Leadership Assessment 	1

Indicator	Opportunity for Improvement
3.1	Develop and implement a challenging curriculum with high expectations individualized to meet learning needs of all students. Monitor instructional practices of all teachers to ensure students are provided learning experiences to develop their learning, thinking, and life skills that lead to success at the next level.
Rationale	

Student Performance Data:

- Performance data does not show that students are provided with equitable and challenging learning experiences that lead to success at the next level.
 - The School Report Card for 2012-13 indicates a decline in the Overall Score from 2011-2012. The Overall Score for 2011-12 was 29.3 and the Overall Score for 2012-13 was 27.9.
 - Student performance data from the 2012-2013 School Report Card ranks Frost Middle School as the state’s lowest performing middle school based on the Unbridled Learning Accountability System.

- Data from the 2012-2013 School Report Card shows a decrease in all four areas of the Next-Generation Learners accountability points.

Achievement		Gap		Growth		CCR	
11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-	-1.2	+/-	-1.9	+/-	-1.5	+/-	-1.1

- College and Career Readiness (CCR) accountability is derived from the percentage of accountable students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of CCR percentages on the 2011-2012 and 2012-2013 School Report Cards indicates a decrease in the total weighted score from 2.5 to 2.3. The percentage of students meeting benchmarks increased from 27.7 % to 30.1% in English and from 4.6% to 7.1% in math. The percentage of students meeting benchmarks in reading decreased from 13.1% to 5.8%.
- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
- A comparison of gap data from 2011-2012 and 2012-13 School Report Cards indicates a 1.4% increase in reading and a 2.4% decrease in math for students scoring at Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in reading was reduced by 2.4% and the percentage of students scoring at the Novice level in math was reduced by 6.1%. However, the percentage of students scoring at the Novice level is still significant.
- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- Classroom observation data does not suggest that the curriculum establishes high expectations or differentiates instruction to prepare students for the next level.

Equitable Learning	1.9*
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

*using a 4 point scale

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident or very evident in 9% of classrooms.
- Instances in which students were tasked with activities and learning that were challenging but attainable were evident or very evident in 16% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 9% of classrooms.

Stakeholder Survey Data:

- There is mixed staff and student survey data regarding the existence of a challenging curriculum with high expectations. For example:
 - 73.53% of staff agree or 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 that they are somewhat satisfied with the curriculum they are providing students.
 - 62.54% of students surveyed indicated that they agree or 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.
 - 51% of students surveyed indicated that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting about half of the students do not agree that their learning needs are being met.

Stakeholder interviews, document and artifact review:

- The district has developed curriculum documents and pacing guides for all contents. However, adjustment of the curriculum to meet needs of students was not apparent.
- Horizontal alignment meetings occur on a regular basis whereas vertical alignment meetings rarely take place within the school.
- Review of lesson plans reveals few teachers intentionally address differentiation of instruction to meet individualized learning needs.

Indicator	Opportunity for Improvement
3.4	Consistently monitor and evaluate instructional strategies of teachers to ensure practices 1) are aligned with school’s beliefs, 2) are congruent with the approved curriculum, 3) are directly engaging all students, and 4) incorporate content-specific Standards of professional practice in order to ensure student success.
Rationale	

Student Performance Data:

- Performance data does not suggest that school leadership monitors and supports the improvement of best instructional practices of teachers to ensure academic learning and student success. For example:

- Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

Year	Achievement		Gap		Growth		CCR	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- The percentage of students meeting benchmarks on EXPLORE increased in English and math, but decreased in reading.
- According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
- According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.

Classroom Observation Data:

- Classroom observation data suggests that instructional strategies that are aligned with the school's beliefs, congruent with approved curriculum, and engaging for students are not apparent. The team rarely observed students involved in higher-level and standards-based work such as collaborating to solve problems, using technology, creating projects, writing authentically, conducting experiments, or defending a position. For example:
 - Instances in which students were "actively engaged in the learning activities" were evident/very evident in 26% of classrooms.
 - Instances in which students had several opportunities to engage in discussions with teacher and other students were evident/very evident in 26% of classrooms.
 - Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 19% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 9% of classrooms.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g. applying, evaluating, and synthesizing) were evident/very evident in 16% of classrooms.

Stakeholder interviews, document and artifact review:

- The review of documents and interviews revealed that observations of teachers by school leadership take place on a regular basis. However, this practice has not resulted in teachers consistently engaging all students with the use of rigorous and effective instructional practices.
- Interviews suggested that administrators were conducting ELEOT walkthroughs once a week only to prepare for the Diagnostic Review. The walkthrough folder contained evidence that

some walkthroughs had been completed, but not for all teachers. The walkthroughs were divided by ELEOT standard, and strategies were listed to address any concerns noted in the walkthrough.

- Interviews and a review of lesson plans revealed an absence of a clearly defined protocol for the intentional development and monitoring of lesson planning.
- Review of documents indicated teachers are provided training through weekly embedded professional development meetings. However, interviews and observations revealed the training has not transferred into increased teacher pedagogy that has a direct impact on student achievement.

Indicator	Opportunity for Improvement
3.5	Develop a clearly defined process for all teachers to participate in collaborative learning communities, across grade levels and content areas, on a regular basis with a direct focus on instructional practices and improvement in student learning. Ensure and document that the collaborative learning communities include analysis of results (action research), examination of student work, reflection, study teams and peer coaching.
Rationale	

Student Performance Data:

- Based on performance data, it is not apparent what impact professional learning communities are having on improving instruction and ensuring student success. For example:
 - It is of great concern that the school is the lowest performing middle school in the state and that the school's Overall Score declined from 2011-12 to 2012-13.
 - The percentages of students meeting EXPLORE benchmarks in all subject areas are significantly lower than the percentages of students meeting these benchmarks across the state.

Percent Meeting EXPLORE Benchmarks										
	English		Reading		Math		Science		Total Points	
Year	State	School	State	School	State	School	State	School	State	School
%	66.0	30.1	41.6	5.8	33.9	7.1	19.3	0.6	47.2	14.3
+/-		-35.9		-35.8		-26.8		-18.7		32.9

- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- The overall ratings for the seven classroom observation environments suggest that professional learning communities are not effective in improving instructional practices and ensuring student success.

Equitable Learning	1.9
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

*using a 4 point scale

Stakeholder Survey Data:

- 69% of staff agree or 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 30% of teachers do not perceive they have had adequate PLC training.

Stakeholder interviews, document and artifact review:

- In interviews, teachers were not consistently able to reference experiences linking collaboration in PLCs to improvement in student performance or teacher professional practices.
- A review of documentation provided limited evidence that the work of the PLCs is being documented on a consistent basis.
- A review of documentation provided limited evidence that all teachers had been trained in using data to analyze student work and using that data to make instructional changes.

Indicator	Opportunity for Improvement
3.8	Identify and employ frequent, multiple, effective strategies that engage families in meaningful ways in their children’s education and keep them informed of their children’s learning progress. Regularly evaluate and modify these strategies for relevance and effectiveness.
Rationale	

Stakeholder Survey Data:

- Stakeholder survey data suggests that all stakeholder groups are somewhat dissatisfied with the effectiveness of engaging families in meaningful ways. For example:
 - According to student survey data, 56.19% agree or strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning,” which suggests almost half of the students do not perceive their families are involved in school activities and their learning.

- According to parent survey data, 66.11% of parents agree or strongly agree with the statement, “All of my child’s teachers help me to understand my child’s progress,” which suggests about one-third of the parents are ambivalent toward or disagree with this statement.
- According to staff survey data, 51.47% agree or strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress,” which suggests approximately half of the staff members do not agree that personnel engage families in students’ learning progress.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews, along with a review of artifacts (newsletters, meeting minutes, etc.), indicate some methods are used to inform parents of their child’s education.

Indicator	Opportunity for Improvement
3.11	Coordinate a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction and builds measurable capacity. Systematically evaluate the program for effectiveness to improve instruction, student learning, and the conditions that support learning.
Rationale	

Student Performance Data:

- Student performance data does not suggest that a program of professional learning is effectively impacting student learning. For example:
 - The School Report Card for 2012-13 indicates a decline in the Overall Score from 2011-2012. The Overall Score for 2011-12 was 29.3 and the Overall Score for 2012-13 was 27.9.
 - With the exception of reading and language mechanics, students performing at the Novice and Apprentice levels increased from 2012 to 2013. Therefore, the percentage of students performing at Proficient and Distinguished levels decreased in most core subjects.

	Percent Novice & Apprentice			Percent Proficient and Distinguished	
	2011-2012	2012-2013	Difference	2011-2012	2012-2013
Reading	87.2%	86.1%	-1.1%	12.8%	13.8%
Mathematics	87.7%	90.1%	+2.4%	12.3%	9.9%
Science	83.2%	85.0%	+1.8%	16.9%	15%
Social Studies	77.2%	84.0%	+6.8%	22.8%	16.0%
Writing	88.8%	90.8%	+2.0%	11.2%	9.2%
Language Mechanics	93.0%	91.4%	-1.6%	7.0%	8.6%

- All Next-Generation Learner accountability categories (Achievement, Gap, Growth, and CCR) declined from 2011-12 to 2012-13.

- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- Classroom observation data suggests that professional learning is not effectively impacting classroom environments. All seven learning environments received a rating of 2.2 or lower on a 4.0 point scale.

Equitable Learning	1.9*
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

*using a 4 point scale

For example:

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 19% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 9% of classrooms.
- Instances in which students were asked and responded to questions that “required higher-order thinking (e.g., applying, evaluating, synthesizing),” were evident/very evident in 16% of classrooms.
- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 9% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 13% of classrooms.
- Instances in which students used digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in only 13% of classrooms.

Stakeholder Survey Data:

- Teacher survey data suggests that teachers are satisfied with professional learning. For example:
 - 78% of staff agree or strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
 - 74% of staff agree or strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”
- However, some survey data suggests staff members are ambivalent toward or disagree with the support for professional learning. For example:
 - 56% of staff agree or strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”
 - 57% of staff agree or strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”

TELL Kentucky Survey Data:

- According to the 2013 TELL Kentucky Survey, evidence suggests that a continuous program of professional learning that is evaluated for effectiveness is not apparent. For example:
 - 48% of teachers agreed or strongly agreed with the statement, “Professional development is evaluated and results are communicated to teachers.”
 - 78% indicated they “need professional development to teach students more effectively” in the area of differentiating instruction.
 - 47% indicated they “need professional development to teach students more effectively” in the area of student assessment.
 - 69% indicated they “need professional development to teach students more effectively” in the area of closing the achievement gap.
 - 66% indicated they “need professional development to teach students more effectively” in the area of methods of teaching.
 - 62% indicated they “need professional development to teach students more effectively” in the area of reading strategies.
 - 56% indicated they “need professional development to teach students more effectively” in the area of integrating technology into instruction.
 - 59% indicated they “need professional development to teach students more effectively” in the area of classroom management techniques.

Stakeholder Interviews and document and artifact review:

- Stakeholder interviews and review of grade level or content PLC agendas indicated that all teachers participate in professional learning communities on a weekly basis. However, participation in PLCs has not transferred into the improvement of instructional practices of all teachers in all classes.

- Stakeholder interviews and review of documents indicated professional development based on the needs of the school is occurring during weekly meetings. However, the professional development is not impacting professional practice across the school.

Standard 4: Resources and Support Systems

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

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staff who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

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

Indicator	Source of Evidence	Performance Level
4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> Executive Summary Self-Assessment School Budget Staff and Budget Allocation Documentation Stakeholder Survey Data 	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • KDE Leadership Assessment • KDE School Report Cards • Stakeholder Survey Data • On-site Visit 	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Survey Data • Stakeholder Interviews • On-site Visit 	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Survey Data • Stakeholder Interviews • On-site Visit • Review of Documents and Artifacts • Review of Media Center/Library 	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Technology Plan • Self-Assessment • Executive Summary • On-site Visit • Stakeholder Surveys 	3

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Surveys • KDE School Report Cards • Staff Interviews 	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Surveys • KDE School Report Cards 	2

Indicator	Opportunity for Improvement
4.3	Collaboratively develop and communicate well-defined expectations to maintain a safe, clean, and healthy school environment. Devise valid measures to continuously track the school's environment and hold students and staff accountable for maintaining the expectations. Develop improvement plans for appropriate staff to continuously enhance the school's conditions and consistently evaluate these efforts.
Rationale	

Classroom Observation Data:

- Classroom observation data indicates that a well-managed learning environment is not consistently in place throughout the school. For example:
 - Instances in which students spoke and interacted respectfully with teacher(s) and peers were evident/very evident in 46% of classrooms.
 - Instances in which students knew classroom routines, behavioral expectations, and consequences were evident/very evident in 42% of classrooms.
 - Instances in which students followed classroom rules and worked well with others were evident/very evident in 35% of classrooms.

Stakeholder Survey Data:

- Staff survey results suggest staff members are highly satisfied that they work in a safe, clean, and healthy school environment. For example:
 - 81% of the staff agree or strongly agree with the statement, "Our school maintains facilities that support student learning."

- 84% of the staff agree or strongly agree with the statement, “Our school maintains facilities that contribute to a safe environment.”
- However, student and parent satisfaction with a safe, clean, and healthy school environment is not apparent. For example:
 - 41% of the students agree or strongly agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
 - 30% of the students agree or strongly agree with the statement, “In my school, students respect the property of others.”
- According to parent survey data, 66% of parents agree or strongly agree with the statement, “Our school provides a safe learning environment,” suggesting about one-third of parents are ambivalent toward or disagree with this statement.

TELL Kentucky Survey Data

- According to the 2013 TELL Kentucky Survey, some teacher responses indicate a disruptive learning environment may exist. For example:
 - 12% agree or strongly agree with the statement, “Teachers are allowed to focus on educating students with minimal interruptions.”
 - 3% agree or strongly agree with the statement, “Students at this school follow rules of conduct.”
 - 9% indicated that they spend 10 or more hours per week “addressing student discipline issues,” 25% spend 5-10 hours per week, and 31% spend 3 to 5 hours per week on student discipline.
 - 45% agree or strongly agree with the statement, “School administrators consistently enforce rules for student conduct.”
 - 41% agree or strongly agree with the statement, “School administrators support teachers’ efforts to maintain discipline in the classroom.”
 - 48% agree or strongly agree with the statement, “The faculty works in a school environment that is safe.”
 - 36% agree or strongly agree with the statement, “Overall, my school is a good place to work and learn.”

Stakeholder interviews, document and artifact review:

- In interviews, staff indicated that behavior problems in the classroom prevent students from learning and that students have verbally threatened staff members and peers.
- In interviews, staff indicated that they are aware of the safety procedures of the school.
- Staff also indicated during interviews that they were aware of the maintenance request process and that issues are generally resolved quickly.

Other pertinent information:

- The team noted that the school was clean and well-maintained.
- The 2012-2013 KDE School Report shows that there were approximately 1,636 behavioral incidents during the 2012-2013 school year.
- The school’s gymnasium was at a very low temperature, which appeared to make students uncomfortable and instruction challenging.
- Excessive use of inappropriate language by students was ignored by teachers in most classrooms.

Indicator	Opportunity for Improvement
4.6/4.7	<p>Ensure that school personnel collaboratively engage in and implement a well-defined process to determine the physical, social, emotional, counseling, assessment, referral, educational, and career planning needs of all students. Utilize the results of this process to develop valid and reliable measures that consistently evaluate and improve the effectiveness of current student support services and programs.</p> <p>Develop improvement plans related to student support services that effectively assess and meet the needs of all students.</p>
Rationale	

Student Performance Data:

- Student performance data suggests the need to examine the school’s physical, social, emotional, counseling, assessment, referral, educational, and career planning needs of the students, as well as the services that support these needs. For example:
 - Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- College and Career Readiness (CCR) accountability is derived from the percentage of accountable students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of CCR percentages on the 2011-2012 and 2012-2013 School Report Cards indicates a decrease in the total weighted score from 2.5 to 2.3. The percentage of students meeting benchmarks increased from 27.7 % to 30.1% in English and from 4.6% to 7.1% in math. The percentage of students meeting benchmarks in reading decreased from 13.1% to 5.8%.

- According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
- According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.
- The percentage of gap students performing at Proficient/Distinguished levels declined in most subject areas from 2012 to 2013.

Gap Students – Percent Proficient/Distinguished						
	Reading		Math		Science	
Year	2012	2013	2012	2013	2012	2013
%	12.6	14	11.8	9.4	16.8	15.6
+/-		+1.4		-2.4		-1.2
	Social Studies		Writing		Language Mech.	
Year	2012	2013	2012	2013	2012	2013
%	21.5	15.9	11.8	9.4	5.8	7.4
+/-		-5.6		-2.4		+1.6

Stakeholder survey data:

- Survey data suggests that staff members are satisfied with student support services and programs:
 - 78% of staff indicated that they agree or strongly agree with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).”
 - 82% of staff indicated they agree or strongly agree with the statement, “Our school provides opportunities for students to participate in activities that interest them.”
- Student survey data suggests a need for improvement in programs and services to support students. For example, the data shows that a significant portion of the student population, approximately one-third or more, may perceive that support services are not accessible and that students do not feel connected to their peers.
 - 68% of students indicated that they agree or strongly agree with the statement, “In my school, I can participate in activities that interest me.”
 - 64% of students agree/strongly agree that they have “access to counseling, career planning, and other programs to help (them) in school,” suggesting that a third of the students do have access to support programs to ensure their success.
 - 32% of students state that, “In my school, students help each other even if they are not friends.”

Stakeholder Interviews:

- In interviews, staff revealed that the school has a limited number of support programs for all students. Current mentoring and support programs for students with identified behavioral issues are Just Between Teens (JBT) and Boys to Men.
- In interviews, staff revealed that Seven Counties Services, Inc., a leading provider of behavioral health care and development services, has been a helpful support to the school even though they are only there for a limited number of days. Based on student need, staff members desire to increase these services.

Other pertinent information:

- Due to having over forty feeder elementary schools, many students do not feel connected to the school or their peers.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	1.8

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Assessment Calendars • KDE School Reports Cards • Stakeholder Interviews • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Stakeholder Survey Data • Classroom Observation Data • PLC Meeting Minutes • Protocols for Collection/Analysis of Data 	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Assessment Calendars • KDE School Reports Cards • Stakeholder Interviews • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Stakeholder Survey Data • Classroom Observation Data • PLC Meeting Minutes • Protocols for Collection/Analysis of Data 	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • KDE School Reports Cards • Self-Assessment • Executive Summary • Stakeholder Survey Data • Stakeholder Interviews • Classroom Observation Data • Review of Documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • KDE School Reports Cards • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of Assessments • Stakeholder Survey Data • Classroom Observation Data • PLC Agendas • School Retention Document • Progress Towards Goal Sheets • CSIP 	1
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • KDE School Reports Cards • Self-Assessment • Stakeholder Survey Data • Classroom Observation Data • PLC Agendas and Minutes • Assessment Training Sign-in Documentation 	2

Indicator	Opportunity for Improvement
5.1/5.2	Establish and consistently use a clearly defined and comprehensive student assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments, about student learning and school performance. Regularly evaluate the system to ensure reliability and its effectiveness in improving instruction, student learning, and conditions that support learning.
Rationale	

Student Performance Data:

- The data below suggests that the effectiveness of a student assessment system that ensures the improvement of instruction, student learning, and conditions that support student learning is not apparent.
 - It is of great concern that the school is the lowest performing middle school in the state and that the school's Overall Score declined from 2011-12 to 2012-13.
 - Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- Classroom observation data does not suggest the school has a system in place to ensure the effectiveness of improving instruction, student learning, and conditions that support learning.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 9% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 13% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 16% of classrooms.

- Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 19% of classrooms.
- Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in only 19% of classrooms.

Stakeholder Survey Data:

- Staff survey data suggests that staff members are satisfied with the assessment system in place to ensure the effectiveness of instruction, student learning, and conditions that support student learning. For example:
 - 85% of staff members indicated they agreed or strongly agreed with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
 - 80% of staff members indicated they agreed or strongly agreed with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
 - 74% of staff members indicated they agreed or strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level.”
 - 80% of staff members indicated they agreed or strongly agreed with the statement, “Our school leaders monitor data related to student achievement.”
- In contrast, student survey data does not suggest satisfaction with the extent to which instruction is adjusted to meet individual needs. For example:
 - 51% of students indicated they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs” suggesting about one half of the students are ambivalent or disagree with this statement.
 - 66% of students indicated they agree or strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught,” suggesting about one-third of the students do not perceive that they receive multiple assessments.
 - 63% of students indicated they agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences,” suggesting over one-third of the students do not agree that the curriculum and learning experiences are challenging.

Indicator	Opportunity for Improvement
5.3	Train and systematically assess all professional and support staff in rigorous, individualized professional development related to the evaluation, interpretation, and use of data.
Rationale	

Stakeholder Survey Data:

- 68% of staff members surveyed agreed or strongly agreed with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data,” suggesting almost one-third of staff members disagree with or are ambivalent toward this statement.
- 51% of students indicated they agreed or strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs” suggesting about one half of the students do not perceive that instruction is changed to meet their needs.

Stakeholder Interviews and Documentation:

- School personnel interviews revealed that teachers have been trained in the use of the MAP assessment.
- School personnel interviews revealed that teachers are analyzing data during some PLC meetings.
- Job-embedded PD is taking place during weekly meetings, but it was not apparent that these meetings included PD on the evaluation, interpretation, and use of data.
- There is no evidence that documents the assessment of staff in the evaluation, interpretation, and use of data.

Indicator	Opportunity for Improvement
5.5	<p>Monitor and communicate, through multiple delivery methods, comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</p> <p>Provide documentation of delivery methods that demonstrate this comprehensive information about student learning.</p>
Rationale	

Student Performance Data:

- Growth data from the 2013 School Report Card suggests that Frost students are growing academically at a slower rate in comparison to other students in the district and state. The growth rates suggest the possibility that monitoring of instructional effectiveness may be a contributing factor.

- According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
- According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.

Stakeholder Survey Data:

- Stakeholder survey data suggests that all stakeholder groups are somewhat dissatisfied with the effectiveness communicating student learning information with families. For example:
 - According to parent survey data, 66.11% of parents agree or strongly agree with the statement “All of my child’s teachers help me to understand my child’s progress,” which suggests about one-third of the parents are ambivalent or disagree with this statement.
 - According to staff survey data, 51.47% agree or strongly agree with the statement “In our school, all school personnel regularly engage families in their children’s learning progress,” which suggests approximately half of the staff members do not agree that personnel engage families in students’ learning progress.

Stakeholder interviews, document and artifact review:

- Interviews with staff revealed that school leaders are conducting walkthroughs occasionally, but the extent to which feedback is provided by administrators to improve student learning and the conditions that support student learning is not apparent.
- The review of artifacts and documentation did not reveal a plan to monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

The Robert Frost Diagnostic Review team was composed of 7 educators representing the perspectives of state-level, school and system practitioners and 1 AdvancED administrator.

- Representatives from the school completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team.
- Administrators, staff, parents, students, and district administrators were candid in their interviews with the team.

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

The Diagnostic Review team met virtually on January 31, 2014 to review team expectations and responsibilities, the schedule, and Standard assignments. Team members arrived in the school system on February 9, 2014 and concluded their work on February 12, 2014.

Institution leaders carried out the Internal Review process as directed and in keeping with the developed timeline.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	8
Advisory Council Members	4
Teachers and Support Personnel	22
Parents and Community Members	2
Students	32
TOTAL	68

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 31 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

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

Report on Standards:**High Expectations**

- Student performance data and classroom observation data indicate the absence of high expectations for all students. Students were frequently asked to complete low-level tasks such as completing worksheets, listening to teacher lectures, listening to the teacher or students read aloud from textbooks, copying definitions, or answering questions from a textbook. Higher level work such as applying knowledge, analyzing information, creating projects, writing authentically, or providing presentations were rare. Most instruction was whole group. Students were seldom engaged in small group work, which would allow them the opportunity to interact with one another in meaningful work.
- Systematic, school-wide implementation of high expectations for academics and behavior does not exist. Adults monitor hallways during transitions, but many classroom misbehaviors, such as using inappropriate language, speaking or yelling out, or showing disrespect, were often ignored by teachers.

Accountability

- The school is the lowest performing middle school in the state. However, the team did not detect a sense of urgency to improve professional practice to meet the needs of students. Student performance data, classroom observation data, and some stakeholder interviews indicate that there is little accountability for ensuring student success. The principal position has been vacant the entire school year. There was little evidence that teachers receive specific feedback for improving professional practice. Though some students are compliant, many students are not reprimanded for misbehaviors, some are allowed to sleep during class, and several students did not attempt to complete assignments.

Equity

- Stakeholder interviews suggest that PLCs are meeting on a weekly basis to analyze data and collaborate to improve professional practice. However, little evidence supported differentiation or personalization to meet students' unique learning needs. According to classroom observations, instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in only 9% of classrooms. Likewise, instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in only 13% of classrooms.
- Students were observed occasionally using calculators, but they rarely used digital tools to conduct research, solve problems, create original works, or to work collaboratively. It is essential for students to be engaged in the use of technology to be adequately prepared for the future.
- With a decline in overall scores and poor classroom observation data, it is unclear how the school is addressing the gap between Frost Middle students and their peers across the district and state.

Structures

- Leadership is attempting to put management structures in place, including Hall Sweeps and facilitation of PLC meetings. However, many structures and systematic processes do not exist. For example:
 - No process is in place to develop, review, and revise the school's purpose and belief statement with stakeholder input.
 - A detailed and comprehensive system for monitoring the extent to which teachers are using highly engaging, rigorous instruction is not apparent.
 - A professional development program should be created that is designed to improve professional practice to include conferencing, modeling, feedback, and follow-up.
 - A clearly defined program for mentoring and coaching all teachers needs to be developed.
 - All students need an advocate who builds a long-term relationship with them to support the educational experience over time.
- It is crucial to the success of professional staff and students to establish structures and systems that support them and ensure success.

Continuous Improvement

- Student performance data, which shows the school is the lowest performing middle school in the state and had an overall decline from 2012 to 2013, clearly suggests that a process of continuous improvement is limited. The extent to which there are consistent and coherent structures to improve professional practice and student learning are not apparent. It is not clear how data from assessments and instructional monitoring are used to guide continuous improvement and instruction. There was little evidence to suggest that representatives from all stakeholder groups are involved in the development of the Comprehensive School Improvement Plan.

Collaboration

- Collaboration among staff members is evolving. In interviews, school personnel indicated they work well with colleagues and have opportunities to collaborate as a team. Staff survey data suggests that leadership supports collaboration and 75% of teachers agree or 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, collaboration should be focused on creating coherent and consistent practices that result in increased student achievement."
- Frost Middle School students come from over 40 different elementary schools. Processes to build a collaborative culture among students were not apparent. According to classroom observation data, instances in which students had several opportunities to engage in discussions with teacher and other students were evident/very evident in only 26% of classrooms. Furthermore, according to student survey data, only 32% of the students agree or strongly agree with the statement, "In my school, students help each other even if they are not friends."

Student Engagement

- Classroom observations revealed that many students were not actively engaged in learning. Instances in which students were actively engaged in the learning activity were evident/very evident in only 26% of classrooms. Student learning tasks frequently involved completing worksheets, sitting at desks, or listening to the teacher. Lack of engagement in rigorous and relevant work is resulting in low achievement.
- Students were rarely observed using digital tools for learning. The laptop cart was in use during one observation, but interviews revealed that these carts are not always available and not easily accessible.

Differentiation/Personalization

- Differentiated or personalized learning experiences for students were limited. Most instruction was delivered in whole-group settings, requiring students to complete the exact same tasks. The diverse needs of students are not being met. The practice of providing students additional or alternative instruction to meet their needs was rarely observed.
- Student use of technology could enhance the opportunity to engage students in differentiated or personalized learning. According to classroom observation data, student use of technology occurred occasionally.

Report on Learning Environment:

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

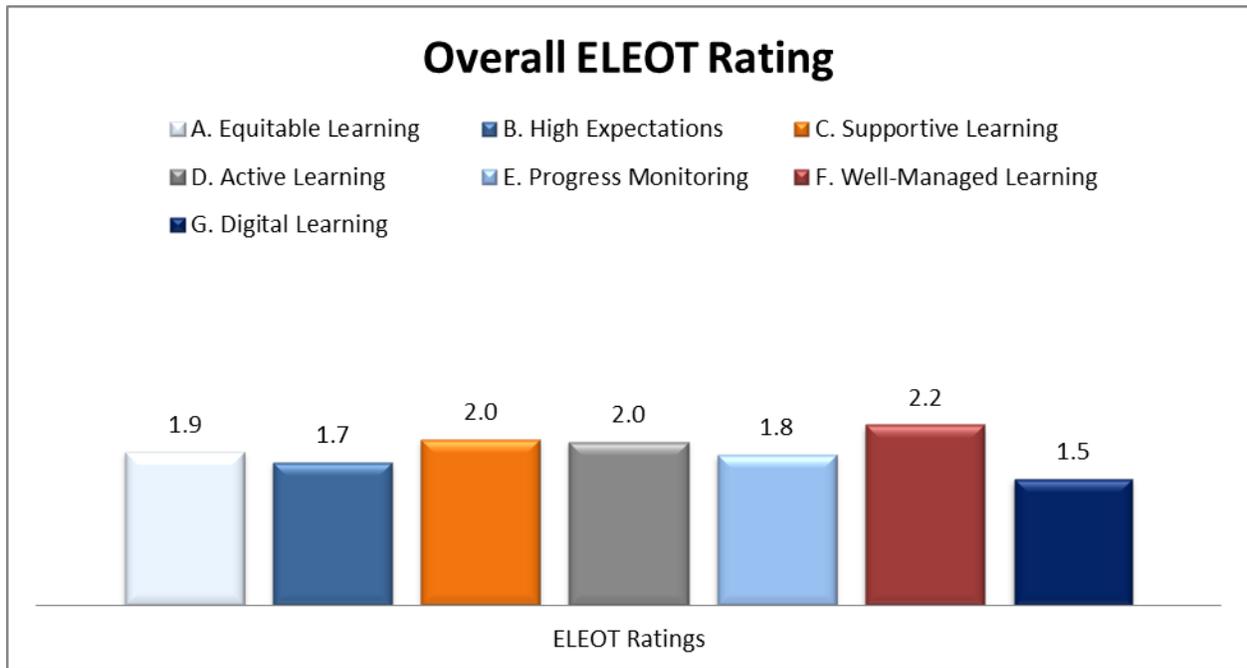
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where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

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 31 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

Three classrooms were not observed because of teacher absence or the existence of long-term substitute teachers.

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.4	Has differentiated learning opportunities and activities that meet her/his needs	74%	16%	3%	6%
A.2	2.3	Has equal access to classroom discussions, activities, resources, technology, and support	19%	39%	32%	10%
A.3	2.0	Knows that rules and consequences are fair, clear, and consistently applied	42%	23%	26%	10%
A.4	1.7	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	55%	26%	16%	3%
Overall rating on a 4 point scale:		1.9				

Equitable Learning Environment Analysis

- Equitable Learning Environment received a 1.9 rating on a 4.0 point scale.
- Classroom observations revealed that students were rarely provided differentiated opportunities and activities to address individual needs, rated at 1.4 on a 4 point scale. In most classrooms, the instruction was teacher-centered. Additionally, students were almost always completing the exact same tasks, which does not allow for differentiated or personalized learning.
- The extent to which students have equal access to classroom discussions, activities, resources technology, etc., rated 2.3 on a 4 point scale, is evident to some degree. Most students had the opportunity to ask questions and participate in discussions. Students infrequently had the opportunity to use technology for learning.
- Observations revealed that students knew rules and consequences only to a limited extent. This component was rated 2.0 on a 4 point scale, suggesting that procedures and expectations for behavior may not be well established in the majority of classrooms. Misbehaviors such as using inappropriate language and speaking out were often ignored by teachers.
- Students having ongoing opportunities to learn about their own and others' backgrounds/cultures/differences received a rating of 1.7 on a 4 point scale. In general, time for reflection, reaction, or small group discussion periods seldom occurred.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	1.9	Knows and strives to meet the high expectations established by the teacher	39%	42%	6%	13%
B.2	1.8	Is tasked with activities and learning that are challenging but attainable	39%	45%	10%	6%
B.3	1.5	Is provided exemplars of high quality work	61%	29%	3%	6%
B.4	1.6	Is engaged in rigorous coursework, discussions, and/or tasks	55%	35%	6%	3%
B.5	1.8	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	45%	39%	10%	6%
Overall rating on a 4 point scale:		1.7				

High Expectations Learning Environment Analysis

- The overall rating for High Expectations was a 1.7 on a 4.0 point scale.
- The learning environment of high expectations was not apparent. Students were frequently involved in tasks that involved basic knowledge such as completing worksheets, copying definitions, or answering questions from a textbook. There is limited evidence that students were tasked with activities and learning that are challenging but attainable, which received a rating of 1.8 on a 4.0 point scale.
- Use of exemplars to communicate high expectations received a rating of 1.5 on a 4 point scale. Instances in which students used or talked about sample student work to complete an assignment were extremely rare.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks was rated 1.6 on a 4 point scale. Similarly, students were rarely asked or responded to questions that required higher-order thinking, which was rated at 1.8 on a 4 point scale. These conditions for high expectations seldom occurred. With some exceptions, most classroom instruction was delivered below grade level and standards-based instruction was not evident.

- Instances in which students knew and strived to meet high expectations established by the teacher were only evident/very evident in 19% of classrooms. Along with academic expectations, some teachers did not establish behavioral expectations, as students often used inappropriate language, spoke out at inappropriate times, and left their seats whenever they chose.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.1	Demonstrates or expresses that learning experiences are positive	32%	35%	23%	10%
C.2	2.1	Demonstrates positive attitude about the classroom and learning	29%	42%	19%	10%
C.3	2.0	Takes risks in learning (without fear of negative feedback)	39%	26%	29%	6%
C.4	2.3	Is provided support and assistance to understand content and accomplish tasks	23%	39%	29%	10%
C.5	1.6	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	58%	29%	10%	3%
Overall rating on a 4 point scale:		2.0				

Supportive Learning Environment Analysis

- The overall rating for Supportive Learning was 2.0 on a 4.0 point scale, suggesting this environment is in existence to a limited degree.
- “Demonstrates or expresses that learning experiences are positive” and “Demonstrates positive attitude about the classroom and learning” both received a rating of 2.1 on a 4.0 point scale. In many classrooms, a few students showed interest in completing assigned tasks, but the misbehavior of other students disrupted the learning process.
- Students taking risks in learning (without fear of negative feedback) received a rating of 2.0, which indicates this environment is in existence to a limited degree.
- Observers noted some instances in which teachers answered students’ questions to assist them with their tasks. This environment received the highest rating for supportive learning (2.3 on a 4.0 point scale).
- Students being provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs received a rating of 1.6 on a 4.0 point scale, the lowest from this environment, which indicates that this condition is not apparent. Observers noted students were rarely involved in differentiated or alternative instruction to meet their needs.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.0	Has several opportunities to engage in discussions with teacher and other students	35%	39%	13%	13%
D.2	1.8	Makes connections from content to real-life experiences	52%	26%	16%	6%
D.3	2.1	Is actively engaged in the learning activities	23%	52%	16%	10%
Overall rating on a 4 point scale:		2.0				

Active Learning Environment Analysis

- The overall rating for Active Learning was 2.0 on a 4.0 point scale, suggesting this environment is in existence to a limited degree.
- Instances in which students had several opportunities to engage in discussions with teacher and other students and were actively engaged in the learning activities were evident/very evident in only 26% of classrooms. Most instruction was teacher-centered. Students were frequently involved in low-level tasks like completing worksheets.
- The lowest rating of 1.8 on a 4.0 point scale was “makes connections from content to real-life experiences.” Observers rarely observed students engaged in activities that connected their work to real life.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.0	Is asked and/or quizzed about individual progress/learning	26%	52%	23%	0%
E.2	1.8	Responds to teacher feedback to improve understanding	42%	39%	16%	3%
E.3	2.0	Demonstrates or verbalizes understanding of the lesson/content	26%	52%	16%	6%
E.4	1.8	Understands how her/his work is assessed	52%	23%	23%	3%
E.5	1.5	Has opportunities to revise/improve work based on feedback	71%	10%	16%	3%
Overall rating on a 4 point scale:		1.8				

Progress Monitoring Learning Environment Analysis

- The overall rating for Progress Monitoring was 1.8 on a 4.0 point scale, suggesting there is little evidence to support the existence of this learning environment.
- The descriptors “is asked and/or quizzed about individual progress or learning” and “demonstrates or verbalizes understanding of the lesson or content,” received a 2.0 rating on a 4.0 point scale. Students were infrequently asked about their individual progress or formatively assessed to check for daily learning. It was not clear to the observers that students understood lessons/content.
- The descriptors “responds to teacher feedback to improve understanding” and “understands how work is assessed,” received a 1.8 rating on a 4.0 point scale. Though the team was informed that exit slips are used at the end of each lesson, these formative assessments were seldom observed. Team members rarely observed students receiving feedback from the teacher to improve their work.

- “Has opportunities to revise/improve work based on feedback” was rated a 1.5 on a 4.0 point scale, the lowest in this environment. Students rarely received feedback about their work, and therefore they did not have many opportunities to revise or improve their work.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.4	Speaks and interacts respectfully with teacher(s) and peers	32%	23%	23%	23%
F.2	2.3	Follows classroom rules and works well with others	26%	39%	16%	19%
F.3	2.1	Transitions smoothly and efficiently to activities	45%	19%	19%	16%
F.4	1.8	Collaborates with other students during student-centered activities	52%	29%	6%	13%
F.5	2.4	Knows classroom routines, behavioral expectations and consequences	26%	32%	23%	19%
Overall rating on a 4 point scale:		2.2				

Well-Managed Learning Environment Analysis

- The overall rating for Well-Managed Learning was 2.2 on a 4.0 point scale. This rating was the highest of the seven environments.
- Though student behavior is an issue, the two conditions rating the highest in this environment were “speaks and interacts respectfully with teacher(s) and peers” and “knows classroom routines, behavioral expectations, and consequences.” Misbehaviors such as using inappropriate language, speaking out, and leaving a seat or desk without permission were often ignored by teachers. Many students showed interest in learning and attempted to complete assigned tasks.
- Instances in which students followed classroom rules and worked well with others were evident/very evident in only 35% of classrooms. While some students followed classroom rules and the teacher’s directions, many students exhibited disruptive behavior.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.7	Uses digital tools/technology to gather, evaluate, and/or use information for learning	61%	16%	16%	6%
G.2	1.4	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	81%	6%	10%	3%
G.3	1.5	Uses digital tools/technology to communicate and work collaboratively for learning	71%	10%	13%	6%
Overall rating on a 4 point scale:		1.5				

Digital Learning Environment Analysis

- The overall rating for Digital Learning was 1.5 on a 4.0 point scale, the lowest score out of the seven learning environments.
- Students were rarely detected using digital tools/technology for learning. Students were sometimes observed using calculators, but student use of computers and other tools to conduct research, solve problems, create original works for learning, communicate, and work collaboratively was not observed.

Improvement Priorities

Indicator	Improvement Priority
1.2	<p>Establish and commit to a culture that 1) is based on shared values and beliefs about teaching and learning, 2) supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>Document and provide evidence of this strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.</p>
Rationale	

Student Performance Data:

- Based on the findings from the School Report Card, Frost Middle School does not share a culture of shared values and beliefs about teaching and learning, support challenging, equitable educational programs, or offer learning experiences for all students that include achievement of learning, thinking, and life skills. Frost's academic proficiency has regressed. Although the staff reports a focus on data and documentation indicates an increase in professional development aimed at improving academic performance, these efforts are having little positive effect. For example:

- The School Report Card for 2012-13 indicates a decline in the Overall Score from 2011-2012. The Overall Score for 2011-12 was 29.3 and the Overall Score for 2012-13 was 27.9.
- Student performance data from the 2012-2013 School Report Card ranks Frost Middle School as the state's lowest performing middle school based on the Unbridled Learning Accountability System.
- Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

Year	Achievement		Gap		Growth		CCR	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- College and Career Readiness (CCR) accountability is derived from the percentage of accountable students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of CCR percentages on the 2011-2012 and 2012-2013 School Report Cards indicates a decrease in the total weighted score from 2.5 to 2.3. The percentage of students meeting benchmarks increased from 27.7 % to 30.1% in English and from 4.6% to 7.1% in math. The percentage of students meeting benchmarks in reading decreased from 13.1% to 5.8%.
- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.

- The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
- The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- Classroom observation data indicates that equitable and challenging learning experiences are not being provided in a systematic way across the school. For example:
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 9% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 16% of classrooms.
 - Instances in which students were given opportunities to ask and respond to questions that require higher-order thinking were evident/very evident in 16% of classrooms.
 - Instances in which students were exposed to differentiated learning opportunities and activities that met their needs were evident/very evident in 9% of classrooms.
 - Instances in which students were actively engaged in learning activities were evident/very evident in 26% of classrooms.

Stakeholder Survey Data:

- Though the school's purpose statement indicates that the goal is to achieve academic proficiency in a safe and nurturing environment, survey results do not indicate that such an environment is being achieved. In surveys:
 - 58% of students indicated that they agree or strongly agree with the statement, "In my school, a high quality education is offered."
 - 51% of students indicated that they agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
 - 58% of students indicated that they agree or strongly agree with the statement, "My school provides learning services for me according to my needs."
 - 60% of students indicated that they agree or strongly agree with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)."
 - 62.28% of parents indicated that they agree or strongly agree with the statement, "My child is prepared for success in the next school year."

Stakeholder interviews, document and artifact review:

- Frost is facing a structural reorganization next year. In an interview, the school culture was described as being "better than it's ever been, but it's still on hold."
- One interviewee described the degree of rigor as almost nonexistent, even though conversations about data have increased. The interviewee stated, "Frost staff plays the cards they're dealt from the district as far as investment in leadership. The problem is not just a leadership problem, but a systemic problem."

- In interviews, students reported that they feel that their academic experience is compromised by student misbehavior, which is not adequately addressed by the faculty. One student reported feeling bullied, and that his concerns were ignored when he reported them to a teacher.
- Evidence in PLC binders demonstrates a good deal of emphasis on data review opportunities, but this does not translate to improved academic achievement. Interviews indicated PLCs are evolving to include more conversations about data, but are still somewhat focused on planning.
- The improvement plan lists efforts to communicate with stakeholders, but there is no indication of how stakeholders' respond to that communication or their involvement in planning for the school's future.

1.3	Develop, implement, and document a systematic continuous improvement process involving all stakeholders that provides clear direction for improving conditions that support student learning. Regularly evaluate the continuous improvement process using measurable student performance targets.
Rationale	

Student Performance Data:

- Based on the findings from the School Report Card, Frost Middle School has not reached the high expectations for learning to which they aspire in the school purpose statement. Frost's academic proficiency has regressed. This regression suggests stakeholders do not have a process in place for conducting a systematic review of data to provide direction for improving conditions that support student learning. For example:
 - It is of great concern that the school is the lowest performing middle school in the state and that the school's Overall Score declined from 2011-12 to 2012-13.
 - The percentage of students meeting benchmarks on EXPLORE increased in English and math, but decreased in reading.
 - According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
 - According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.
 - The 2012-2013 School Report Card Combined Reading and Math Proficiency Delivery Target of 21.3 was not met. The actual Combined Reading and Math Proficiency score was 11.9.
 - The 2012-2013 School Report Card Combined Reading and Math Gap Delivery Target of 21.0 was not met. The actual Combined Reading and Math Gap score was 11.7.

Classroom Observation Data:

- Instructional inconsistency indicates that although many improvement initiatives have been introduced, they have not been a part of a structured process, and they are not being delivered

with fidelity. Classroom observation data suggests that a systematic continuous improvement process has not been put into place to analyze student performance targets.

- Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 23% of classrooms.
- Instances in which students were asked to respond to teacher feedback to improve understanding were evident/very evident in 19% of classrooms.
- Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in 22% of classrooms.
- Instances in which students understood how their work was assessed were evident/very evident in 26% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of their needs were evident/very evident in 13% of classrooms.
- Instances in which students demonstrated that they knew and were striving to meet high expectations established by the teacher were evident/very evident in 19% of classrooms.

Stakeholder Survey Data:

- A systematic continuous improvement process that provides direction for improving conditions that support student learning and involves stakeholders is used randomly or ineffectively. According to stakeholder survey data:
 - 65% of staff indicated that they agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from stakeholders.”
 - 63% of parents indicated that they agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents.”
 - 58% of students indicated that they agree or strongly agree with the statement, “In my school, a high quality education is offered.”

TELL Kentucky Survey Data:

- 54% of teachers agree or strongly agree that they have a role in school improvement planning.

Stakeholder interviews, document and artifact review:

- Review of documents and artifacts did not reveal a systematic and comprehensive process for continuous improvement that involves all stakeholder groups and provides clear direction for improving conditions that support student learning.

Indicator	Improvement Priority
3.2	Develop a systematic, collaborative continuous improvement process to analyze data from multiple assessments and to examine professional practice in order to regularly monitor, evaluate, and adjust curriculum, instruction and assessment. Ensure that the curriculum, instruction, and assessments are vertically and horizontally aligned with the school’s purpose to improve teaching and learning.
Rationale	

Student Performance Data:

- Student performance data does not suggest that a continuous improvement process exists to adjust curriculum, instruction, and assessments based on data and professional development. For example:
 - The School Report Card for 2012-13 indicates a decline in the Overall Score from 2011-2012. The Overall Score for 2011-12 was 29.3 and the Overall Score for 2012-13 was 27.9.
 - Student performance data from the 2012-2013 School Report Card ranks Frost Middle School as the state’s lowest performing middle school based on the Unbridled Learning Accountability System.
 - Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

- The percentage of gap students performing at Proficient/Distinguished levels declined in most subject areas from 2012 to 2013.

Gap Students – Percent Proficient/Distinguished						
	Reading		Math		Science	
Year	2012	2013	2012	2013	2012	2013
%	12.6	14	11.8	9.4	16.8	15.6
+/-		+1.4		-2.4		-1.2
	Social Studies		Writing		Language Mech.	
Year	2012	2013	2012	2013	2012	2013
%	21.5	15.9	11.8	9.4	5.8	7.4
+/-		-5.6		-2.4		+1.6

- A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.

Classroom Observation Data:

- According to classroom observation data, the existence of a process to adjust curriculum, instruction, and assessments based on data and professional practice is not apparent. For example:
 - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 23% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 16% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 9% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 13% of classrooms.

Stakeholder Survey Data:

- According to the staff survey, 75% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that most staff members agree with this statement.
- According to the student survey, 66% of students agree or strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught,” suggesting that one-third of the students do not perceive that they are given multiple assessments.

Stakeholder interviews, document and artifact review:

- The district has developed curriculum documents, pacing guides, and common assessments for all contents.
- Horizontal alignment meetings occur on a regular basis according to interviews and PLC agendas/minutes. However, vertical alignment meetings rarely take place within the school.
- PLC minutes/agendas and interviews demonstrate that curriculum is discussed in reference to advancing or regressing on the pacing guide, but do not show revision of curriculum maps or common assessments developed at the district level. Correlation between district- and teacher-developed common assessment scores rarely align with student performance data on the School Report Card, indicating that the school and district assessments are not aligned to state assessments.
- Lesson plans show that formative assessments are a part of daily instruction, but observations and interviews indicate formative assessments are rarely used in most classrooms.

Indicator	Opportunity for Improvement
3.3	Consistently plan and utilize best instructional practices to ensure academic achievement of learning expectations by engaging all students. Personalize instructional strategies to address individual learning needs and require students to regularly 1) apply their knowledge, 2) integrate content with disciplines, and 3) use technology.
Rationale	

Student Performance Data:

- Performance data does not reflect that students are engaged in learning through best instructional practices that ensure achievement of learning expectations. For example:
 - It is of great concern that the school is the lowest performing middle school in the state and that the school's Overall Score declined from 2011-12 to 2012-13.
 - With the exception of reading and language mechanics, students performing at Novice and Apprentice levels increased from 2012 to 2013. Therefore, the percentage of students performing at Proficient and Distinguished levels decreased for most core subjects.

	Percent Novice & Apprentice			Percent Proficient and Distinguished	
	2011-2012	2012-2013	Difference	2011-2012	2012-2013
Reading	87.2%	86.1%	-1.1%	12.8%	13.8%
Mathematics	87.7%	90.1%	+2.4%	12.3%	9.9%
Science	83.2%	85.0%	+1.8%	16.9%	15%
Social Studies	77.2%	84.0%	+6.8%	22.8%	16.0%
Writing	88.8%	90.8%	+2.0%	11.2%	9.2%
Language Mechanics	93.0%	91.4%	-1.6%	7.0%	8.6%

- According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
- According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.

Classroom Observation Data

- Classroom observation data does not suggest that improvement planning initiatives have resulted in the creation of highly effective learning environments. Students were rarely observed in activities that required collaboration, critical thinking, problem solving, the application of knowledge, or using technology.

Equitable Learning	1.9*
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

*using a 4 point scale

- Instances in which students were engaged in differentiated learning opportunities and activities that met their needs were evident/very evident in 9% of classrooms.
- Instances in which students were asked and responded to questions that required higher- order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 16% of classrooms.
- Instances in which students were provided exemplars of high quality work were evident/very evident in 9% of classrooms.
- Instances in which students were actively engaged in learning activities were evident/very evident in 26% of classrooms.
- Instances in which students used technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 13% of classrooms.

Stakeholder Survey Data:

- Stakeholder survey data indicates that one-third to nearly one half of teachers, parents, and students are ambivalent toward or disagree with statements regarding instructional strategies that ensure academic achievement. For example:
 - 63% of staff indicated that they agreed or strongly agreed with the statement, “All teachers in our school use a variety of technologies as instructional resources.”
 - 63% of staff indicated that they agreed or strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
 - 66% of staff indicated that they agreed or strongly agreed with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”
 - 63% of parents indicated that they agreed or strongly agreed with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
 - 63% of students indicated that they agreed or strongly agreed with the statement, “My school provides me with challenging curriculum and learning experiences.”
 - 51% of students indicated that they agreed or strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 64% of students indicated that they agreed or strongly agreed with the statement, “My school prepares me to deal with issues I may face in the future.”

Stakeholder interviews, document and artifact review:

- Lesson plans show evidence of best instructional practices such as self-reflection, collaboration, think/pair/share, gallery walks, reading strategies, and technology, but classroom observations revealed limited student engagement and active learning.
- Limited student work samples that demonstrated high levels of learning were found in documents and artifacts.
- A review of lesson plans indicates that few teachers intentionally plan for differentiation to meet individualized learning needs.
- PLC Agendas reference the use of instructional best practices, but the use of these practices was not evident in many classrooms and student achievement has not increased as a result of their use.

Indicator	Opportunity for Improvement
3.6	Define and develop a systematic school wide instructional process that ensures 1) clear learning expectations for students, 2) standards of performance, and 3) specific and timely feedback in support of student learning. Ensure that exemplars are provided to guide students and multiple measures of assessments are used to inform instructional modifications and curriculum revisions.
Rationale	

Student Performance Data:

- Performance data does not suggest that the school has a systematic instructional process that directly supports and impacts student learning. The percentage of students making typical or higher growth is not as high as their counterparts across the state. For example:
 - A comparison of growth data from 2011-2012 to 2012-2013 School Report Cards shows a 1.4% increase in students making typical or higher annual growth in reading and a 4.4% decrease in students making typical or higher growth in math.
 - According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
 - According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.
 - Data from 2011-2012 and 2012-2013 School Report Cards indicates a decrease in all four areas of the Next-Generation Learners accountability points.

Year	Achievement		Gap		Growth		CCR	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	35.1	33.9	14.7	12.8	46.1	44.6	15.4	14.3
+/-		-1.2		-1.9		-1.5		-1.1

Classroom Observation Data:

- Classroom observation data suggests that a consistent school-wide instructional process is not apparent. For example:
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 9% of classrooms.
 - Instances in which students were provided “alternative/additional instruction and feedback at the appropriate level of challenge for their needs,” were evident/very evident in 13% of classrooms.
 - Instances in which students made connections from content to real-life experiences were evident/very evident in 22% of classrooms.
 - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 23% of classrooms.
 - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 19% of classrooms.
 - Instances in which students understood how their work was assessed were evident/very evident in 26% of classrooms.
 - Instances in which students had opportunities to revise or improve work based on feedback were evident/very evident in 19% of classrooms.

Stakeholder Survey Data:

- According to staff survey data, 60% agreed or strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning,” suggesting over one-third of the staff is ambivalent toward or disagrees with this statement.
- According to staff survey data, 69% agreed or strongly agreed with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance,” suggesting over 30% staff members do not perceive this process as a routine practice to improve student learning.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews and review of documents revealed that a systematic instructional process is not apparent.

Indicator	Improvement Priority
3.7	Establish and implement an effective mentoring, coaching, and induction program for all instructional staff to support instructional improvement consistent with the school's values and beliefs about teaching and learning. Include high expectations and valid/reliable measures of performance.
Rationale	

Student Performance Data:

- Student Performance Data indicates that an effective instructional support program which fosters continuous improvement is not evident.
 - Student performance data from the 2012-2013 School Report Card ranks Frost Middle School as the state's lowest performing middle school based on the Unbridled Learning Accountability System.
 - All Next-Generation Learner accountability categories (Achievement, Gap, Growth, and CCR) declined from 2011-12 to 2012-13.
 - With the exception of reading and language mechanics, students performing at the Novice and Apprentice levels increased from 2012 to 2013. Therefore, the percentage of students performing at Proficient and Distinguished levels decreased for most core subjects.

	Percent Novice & Apprentice			Percent Proficient and Distinguished	
	2011-2012	2012-2013	Difference	2011-2012	2012-2013
Reading	87.2%	86.1%	-1.1%	12.8%	13.8%
Mathematics	87.7%	90.1%	+2.4%	12.3%	9.9%
Science	83.2%	85.0%	+1.8%	16.9%	15%
Social Studies	77.2%	84.0%	+6.8%	22.8%	16.0%
Writing	88.8%	90.8%	+2.0%	11.2%	9.2%
Language Mechanics	93.0%	91.4%	-1.6%	7.0%	8.6%

Classroom Observation Data:

- A mentoring, coaching, and induction program would support instructional improvement, which should have a positive impact on the learning environments.

Equitable Learning	1.9*
High Expectations	1.7
Supportive Learning	2.0
Active Learning	2.0
Progress Monitoring	1.8
Well-Managed Learning	2.2
Digital Learning	1.5

*using a 4 point scale

Stakeholder Survey Data:

- Staff stakeholder data demonstrates that an effective mentoring, coaching, and induction program for all instructional staff is not apparent. For example:
 - In surveys, 57% of staff agreed or strongly agreed with the statement, “In our school, staff members provide peer coaching to teachers.”
 - In surveys, 56% of staff agreed or strongly agreed with the statement, “In our school, a formal process is in place to support new members in their professional practice.”

TELL Kentucky Survey Data:

- The 2013 TELL Kentucky Survey data does not suggest that a systematic program to support new teachers exists. In response to the statement, “As a beginning teacher, I have received the following kinds of supports,” teachers responses were:
 - 40% indicated they had release time to observe other teachers.
 - 27% indicated they had formal time to meet with a mentor during school hours.
 - 20% indicated they had reduced workload.

Stakeholder interviews, document and artifact review:

- In teacher interviews, personnel were not able to articulate or explain a program for instructional improvement consistent with the school’s values and beliefs about teaching and learning.
- Review of the teacher handbook and walkthrough data revealed that no defined expectations or evidence of reliable/measurable data exists for a mentoring, coaching, and induction program.

Indicator	Opportunity for Improvement
3.9	Devise a formal, systematic school-wide mentoring structure in which all staff participate and whereby every student is well known by at least one adult advocate in the school who supports that student’s educational experience.
Rationale	

Classroom Observation Data:

- Classroom observation data does not suggest that students feel positively about their school. The Supportive Learning Environment received an overall rating of 2.0 on a 4 point scale, suggesting that all students may not be connected with an adult advocate.
 - Instances in which students demonstrated or expressed that learning experiences were positive were evident/very evident in 33% of classrooms.
 - Instances in which students demonstrated a positive attitude about the classroom and learning were evident/very evident in 29% of classrooms.

Stakeholder Survey Data:

- According to student survey data, 61% agreed or strongly agreed with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future,” suggesting that over one-third the students do not perceive that they have an adult advocate in the school.
- According to staff survey data, 69% of staff agreed or strongly agreed with the statement, “In our school, a formal structure exists so that each student is well-known by at least one adult advocate in the school who supports that student’s educational experience,” suggesting that over 30% of staff members are ambivalent toward or do not agree with this statement.

Stakeholder interviews, document and artifact review:

- In teacher interviews, personnel stated that approximately twenty students were assigned to a mentor based on behavioral or academic deficiencies at the beginning of the second semester. However, not all students received mentoring and the program had not started as of February 12, 2014.
- In teacher interviews, staff stated that last year students did receive some mentoring after school through various clubs. However, this practice has not continued.

Indicator	Improvement Priority
3.10	<p>Develop and implement specific grading and reporting processes for all staff based on clearly defined criteria that represent the attainment of content knowledge and skills for each student. Communicate processes with all stakeholders and implement consistently across grade levels and courses. Monitor and evaluate practices regularly.</p>
Rationale	

Classroom Observation Data:

- Classroom observation data suggests that grading practices based on clearly defined criteria are not apparent in every classroom and that students are not always aware of how they are assessed or how they can improve their work. For example:
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 9% of classrooms.
 - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 23% of classrooms.
 - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 19% of classrooms.
 - Instances in which students understood how their work was assessed were evident/very evident in 26% of classrooms.

Stakeholder Survey Data:

- According to staff survey data, 51% agreed or strongly agreed with the statement, “In our school, all school personnel regularly engage families in their child’s learning progress,” indicating that half of the staff members do not perceive this practice to be in existence.
- According to staff survey data, 76% agreed or strongly agreed with the statement, “In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting,” which suggests staff members are satisfied with this statement.
- According to student survey data, 61% agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress,” suggesting that over one-third of the students are ambivalent toward or disagree with this statement.
- According to parent survey data, 64% agree or strongly agree with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught” and “All of my child’s teachers keep me informed regularly of how my child is being graded,” suggesting about one-third of parents do not perceive that these favorable learning conditions exist.
- According to parent survey data, 66% agree or strongly agree with the statement, “All of my child’s teachers help me to understand my child’s progress,” suggesting that one-third of parents are ambivalent toward or disagree with this statement.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews and review of documents revealed school policies regarding grading and reporting practices do not exist.
- Interviews revealed that teachers are not provided with clear guidelines stating that students’ grades are to be based solely on mastery of content knowledge/skills and that grading practices should be consistent across grade levels and courses.
- Teachers stated that grading and reporting practices are left to the discretion of individual staff members.

Indicator	Improvement Priority
3.12	Develop an on-going systems approach to effectively utilize data in order to identify and meet the unique learning needs of all students. Identify and implement research-related best practices to positively impact student achievement.
Rationale	

Student Performance Data:

- Student performance data does not suggest the individual learning needs of students are being met. For example:
 - The percentage of gap students performing at Proficient/Distinguished levels declined in most subject areas from 2012 to 2013.

Gap Students – Percent Proficient/Distinguished						
	Reading		Math		Science	
Year	2012	2013	2012	2013	2012	2013
%	12.6	14	11.8	9.4	16.8	15.6
+/-		+1.4		-2.4		-1.2
	Social Studies		Writing		Language Mech.	
Year	2012	2013	2012	2013	2012	2013
%	21.5	15.9	11.8	9.4	5.8	7.4
+/-		-5.6		-2.4		+1.6

- According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
- According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.

Classroom Observation Data:

- Classroom observation data indicates that students are rarely engaged in activities that meet their needs. For example:
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 9% of classrooms.
 - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 42% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 16% of classrooms.

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenges for their needs were evident/very evident in 13% of classrooms.
- Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in 22% of classrooms.

Stakeholder Survey Data

- The school's use of data to meet students' individual needs seems to be inconsistent. For example:
 - 68% of the staff agreed or strongly agreed with the statement, "In our school, all staff members use student data to address the unique learning needs of all students," suggesting almost one-third of the staff does not perceive that data is used to meet individual student needs.
 - 72% of the staff agreed or strongly agreed with the statement, "In our school, related learning support services are provided for all students bases on their needs," suggesting that staff members are somewhat satisfied with this statement.
 - 58% of students agree or strongly agree with the statement, "My school provides learning services for me according to my needs," suggesting nearly half of the students do not perceive their learning needs are being met.
 - 66% of parents agree or strongly agree with the statement, "My child has access to support services based on his/her identified needs," suggesting one-third of parents are ambivalent toward or disagree with this statement.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews and review of documents provided little evidence of efforts by the school to stay current on recent educational research or to coordinate related learning support services for all students.
- Although some teachers have been involved Cultural Competency training, the impact on student learning is not evident.
- All students are placed in an intervention or enrichment class for one class period per day. Based on interviews and documentation, it is not apparent how data is used to place students in these classes.

Indicator	Improvement Priority
5.4	Establish and implement policies and procedures that outline a continuous process for analyzing data to determine verifiable improvement in student learning. Systematically and consistently use these results to design, implement, and evaluate the continuous improvement action plans related to student learning, including readiness for and success at the next level.
Rationale	

Student Performance Data:

- The data below suggests that a process to determine verifiable improvement in student learning, including readiness and success at the next level, is not apparent. For example:
 - According to the 2013 School Report Card, 42% of Frost Middle School Students made typical or higher growth in reading. However, 59.8% of middle school students across the state made typical or higher growth in reading.
 - According to the 2013 School Report Card, 47.2% of Frost Middle School Students made typical or higher growth in math. However, 60% of middle school students across the state made typical or higher growth in math.
 - College and Career Readiness (CCR) accountability is derived from the percentage of accountable students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of CCR percentages on the 2011-2012 and 2012-2013 School Report Cards indicates a decrease in the total weighted score from 2.5 to 2.3. The percentage of students meeting benchmarks increased from 27.7 % to 30.1% in English and from 4.6% to 7.1% in math. The percentage of students meeting benchmarks in reading decreased from 13.1% to 5.8%.

Stakeholder Survey Data:

- Stakeholder survey data is mixed regarding the use of results to design, implement, and evaluate continuous improvement action plans related to student learning, including readiness for and success at the next level. For example:
 - 74% of staff agreed or strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level,” suggesting that about 25% of staff members are ambivalent toward or disagree with this statement.
 - 72% of students agreed or strongly agreed with the statement, “My school prepares me for success in the next school year,” suggesting that almost 30% of the students do not perceive themselves as prepared for success in the next school year.
 - However, 62% of parents surveyed agreed or strongly agreed with the statement, “My child is prepared for success in the next school year,” suggesting over one-third of parents do not perceive that their students are prepared for success in the next school year.
 - 58% of students surveyed agreed or strongly agreed with the statement, “My school provides learning services for me according to my needs,” suggested that over 40% are ambivalent toward or disagree with this statement.

Stakeholder interviews, document and artifact review:

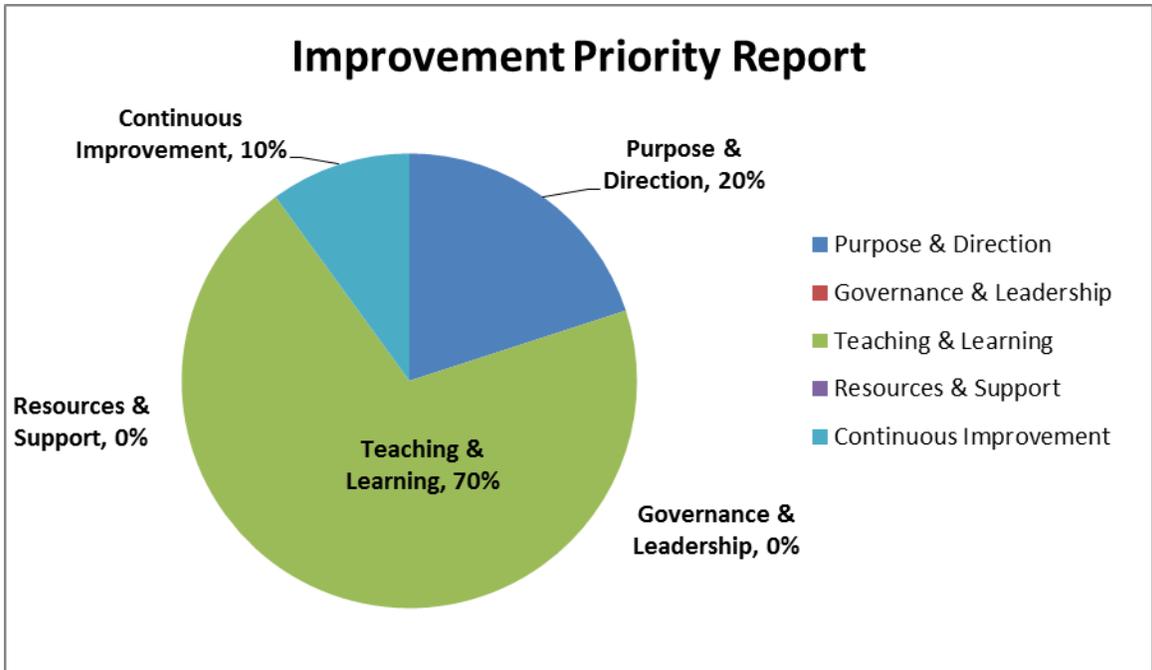
- Stakeholder interviews indicate that although student learning data is collected, there is not a systematic process that results in continuous improvement planning to ensure student success.
- PLC meetings are scheduled and are occurring, but the verifiable effect these meetings are having on improving student learning is not apparent.

Part III: Addenda

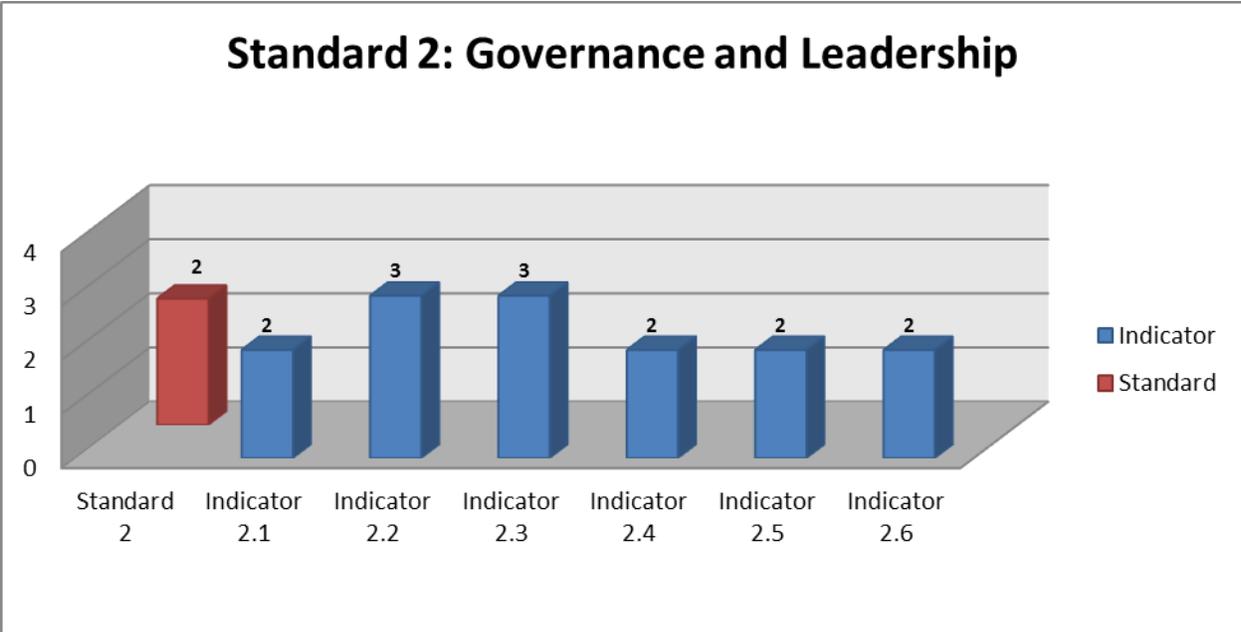
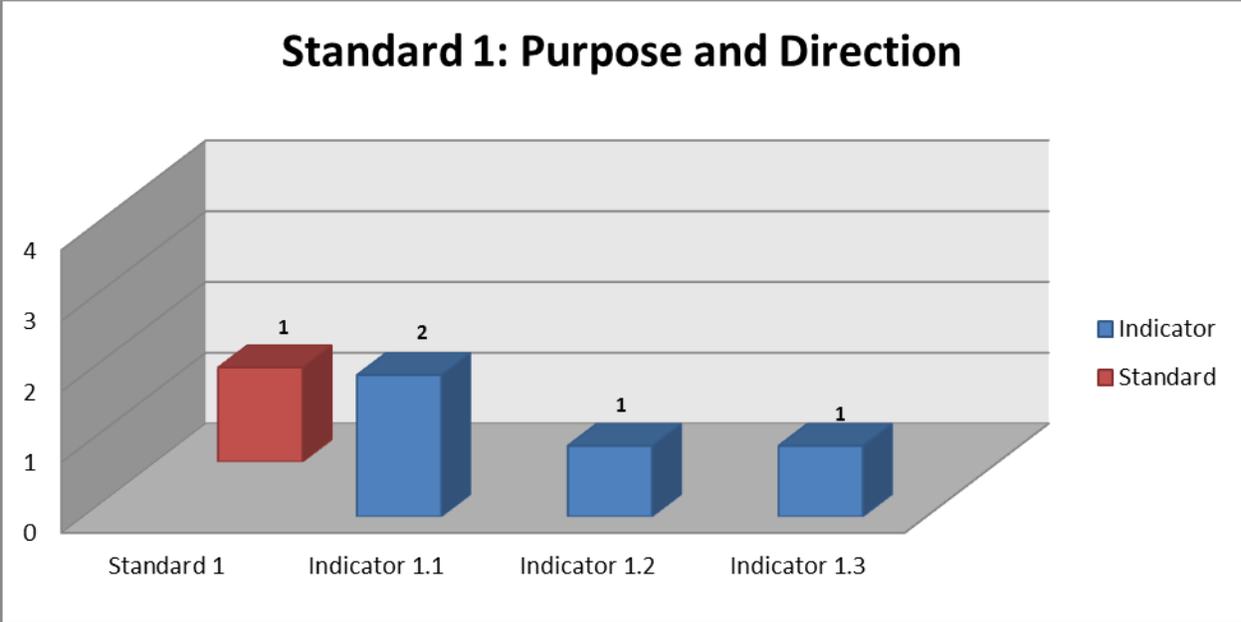
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	3	1
1.3	3	1
2.1	3	2
2.2	2	3
2.3	3	3
2.4	3	2
2.5	2	2
2.6	3	2
3.1	2	2
3.2	2	1
3.3	2	1
3.4	2	2
3.5	2	2
3.6	2	1
3.7	2	1
3.8	3	2
3.9	1	1
3.10	3	1
3.11	3	2
3.12	2	1
4.1	1	3
4.2	2	3
4.3	4	2
4.4	2	3
4.5	2	3
4.6	3	2
4.7	4	2
5.1	2	2
5.2	1	2
5.3	3	2
5.4	3	1
5.5	3	2

Diagnostic Review Visuals

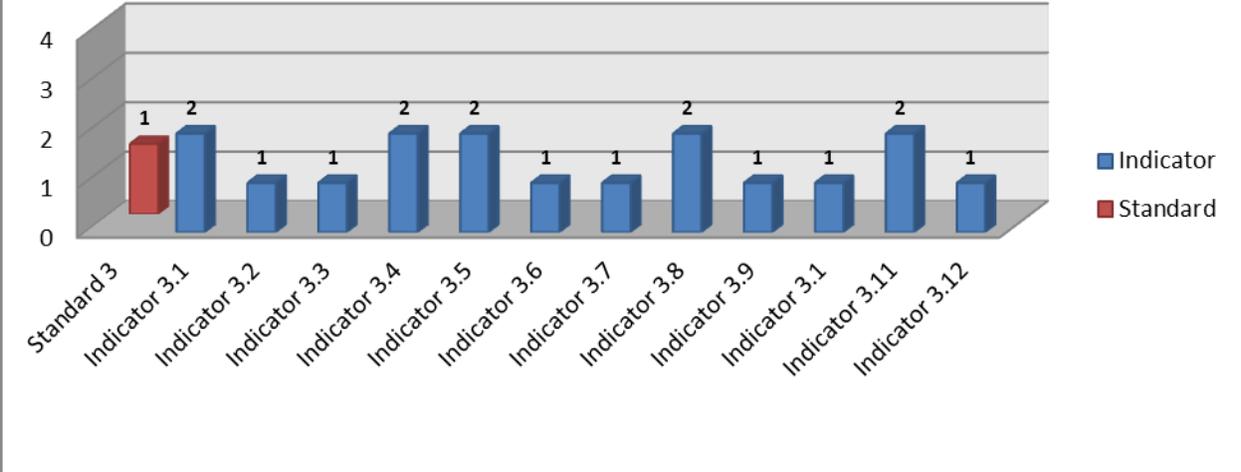
Percentage of Standards identified as Improvement Priorities



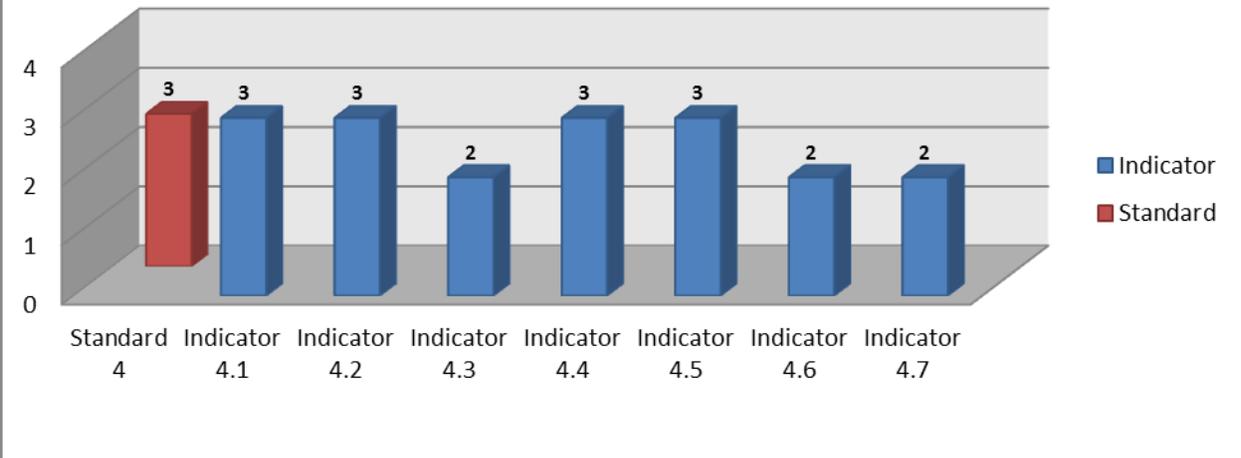
Average ratings for each Standard and its Indicators

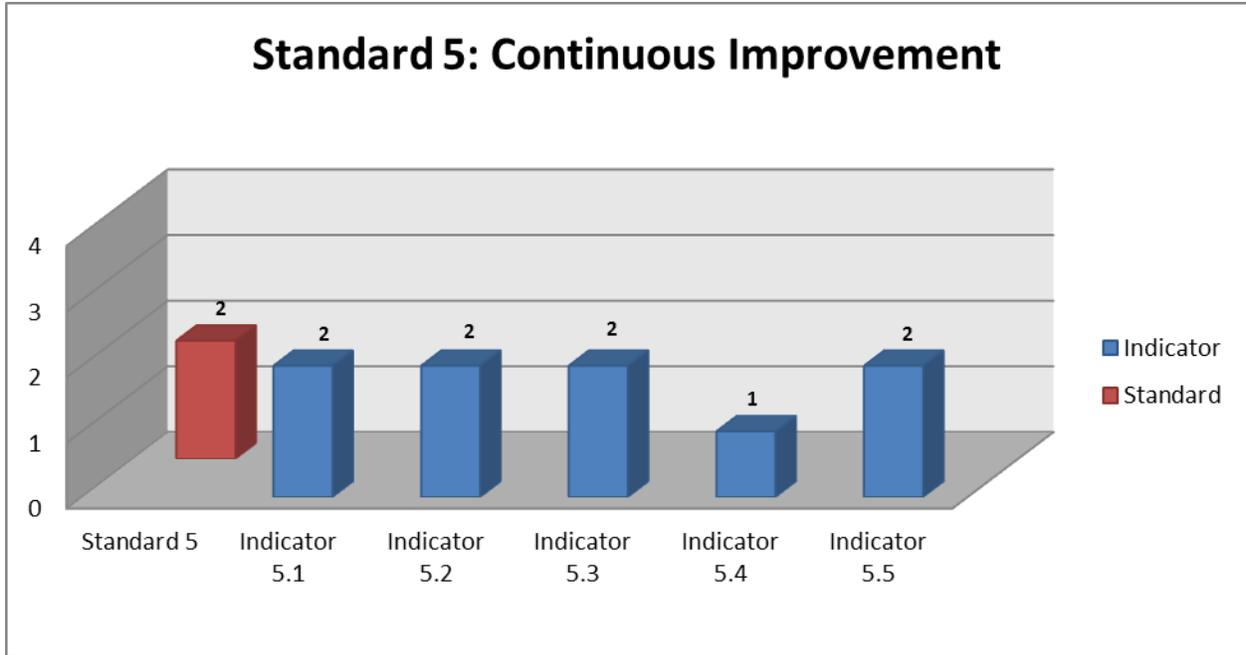


Standard 3: Teaching and Learning



Standard 4: Resources and Support





2014 Leadership Assessment/Diagnostic Review Addendum

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

Deficiency 1: There is not a common understanding among teachers as to what constitutes rigorous instruction.

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

School evidence:

- Rigor and Relevance walkthrough tool 2012-13
- Co-teaching
- Cooperative Learning EPD and follow-up
- Dr. Wong EPD - *First Days of School* video series
- Expectation set to “place pencil in student’s hand”

School comments:

Further work in this area is needed to assure that ALL teachers implement rigorous instructional practices in their classrooms.

Team evidence:

- Classroom observation data
- Student performance data
- Stakeholder survey data
- Stakeholder interviews
- Review of documents and artifacts
- Self-Assessment

Team comments:

- According to classroom observation data, instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 9% of classrooms. Team members noted that most student work was below grade level.
- Students were frequently asked to do low-level tasks such as completing worksheets or copying definitions. Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in only 16% of classrooms.

- A Rigor and Relevance walkthrough tool has been developed, but the extent to which teachers are receiving specific feedback to increase rigorous instruction is not evident.
- A *What Great Teachers Do Differently* book study was conducted to emphasize high expectations. However, the High Expectations Learning Environment received a rating of 1.7 on a 4.0 point scale. This rating suggests that students are minimally engaged in challenging learning activities.
- Instances in which students were provided exemplars of high quality work were evident/very evident in only 9% of classrooms. Students need to see and discuss high quality work so they know the expectations required to meet rigorous standards.
- According to student survey data, 63% agreed or strongly agreed with the statement, “My school provides me with challenging curriculum and learning experiences.” This rate of agreement suggests that over one-third of the students do not perceive that the curriculum and learning experiences are challenging.

Deficiency 2: The lack of rigor in instruction is negatively impacting the behavior of students in classrooms.

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

School evidence:

- Rigor and Relevance walkthrough tool 2012-13
- Co-teaching
- Cooperative Learning EPD and follow-up
- Dr. Wong EPD - *First Days of School* video series
- Expectation set to “place pencil in student’s hand”

School comments:

The lack of rigor is a factor in student behavior, but sometimes the behavior inhibits rigorous teaching practices such as cooperative learning groups or think/pair/share.

Team evidence:

- Classroom observation data
- Stakeholder survey data
- Review of documents and artifacts
- Self-Assessment
- Stakeholder interviews

Team comments:

- The team frequently observed students who were off-task and engaged in misbehavior. While some students attempted to comply with teacher requests and complete assigned work, disruptions caused by other students interfered. Frequently, the tasks required low-level work such as completing worksheets, listening to teacher-centered instruction, or listening to other students or the teacher read from textbooks.
- Much misbehavior, such as the use of inappropriate language, speaking or yelling out, or wandering the room, was often ignored by teachers.
- Classroom observation data below reflects the team’s concerns regarding student behavior.
 - Instances in which students demonstrated a positive attitude about the classroom and learning were only evident/very evident in 29% of classrooms.
 - Instances in which students spoke and interacted respectfully with teacher(s) and peers were evident/very evident in only 46% of classrooms.
 - Instances in which students knew classroom routines, behavioral expectations, and consequences were evident/very evident in only 42% of classrooms.
 - Instances in which students followed classroom rules and worked well with others were evident/very evident in only 35% of classrooms.
- Classroom observation data related to rigorous and challenging instruction, in conjunction with the data above, suggests that the lack of rigorous instruction could be negatively impacting student behavior.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 9% of classrooms.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in only 16% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were only evident/very evident in 16% of classrooms.

Deficiency 3: The focus of the administration and staff on managing student behavior has impeded the development of the capacity of teachers to implement student-centered instruction.

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

School evidence:

- Walkthrough tools
- Bell to bell instruction
- Differentiated instructional strategies
- Academic interventions

- Extended school day
- PLC
- Progress Monitoring: Academic Data Mondays
- Culturally Responsive teaching
- CHAMPS

School comments:

Behavior and academics are intertwined. We have placed an emphasis on routines and procedures in the classrooms and common areas to minimize student behavior issues so that teachers maximize class time for student-centered instruction.

Team evidence:

- Principal presentation and interview
- Stakeholder interviews
- Classroom observation data
- Stakeholder survey data
- Review of documents and artifacts
- Student performance data
- Self-Assessment

Team comments:

- The degree to which the school is focused on improving student behavior is significant. The leadership has made efforts to institute structures to reduce behavioral issues.
- The principal provided Harry Wong's *First Days of School* training to establish routines and procedures in an attempt to reduce classroom disruptions and misbehaviors.
- Many classrooms have implemented CHAMPS, but not on a consistent basis.
- The school is participating in PBIS. However, the impact it is having on student behavior issues was not apparent.
- The leadership team conducts Hall Sweeps after class transitions to ensure all students are in classrooms rather than out in the hallways.
- The team observed adults supervising class changes in some hallways, but not all hallways. Class change transitions were frequently chaotic and extremely noisy. Teachers were observed yelling down hallways to get the attention of students who were misbehaving.
- The leadership team continues to focus on addressing behavioral issues, which reduces the amount of time they have to focus on improving professional practice and student performance.

Deficiency 4: Classroom assessments are not generally standards based, rigorous, or used to guide instruction.

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

<p>School evidence:</p> <ul style="list-style-type: none"> • PLCs • Department meetings • District assessments • Common assessments • Formative assessments
<p>School comments:</p> <p>Professional Learning Communities are moving our efforts forward in this area. Teachers share common assessments and analyze data during this time. They use the data to collaboratively create classroom common and formative assessments. Teachers use this data to drive instruction.</p>

<p>Team evidence:</p> <ul style="list-style-type: none"> • Classroom observation data • Student performance data • PLC meeting agendas and minutes • Stakeholder interviews • Review of documents and artifacts • Stakeholder survey data • Formative and common assessments • Self-Assessment
<p>Team comments:</p> <ul style="list-style-type: none"> • Exit slips are a required part of the instructional process. However, the team seldom observed exit slips being provided for students at the end of the lesson. Some exit slips were posted on doors and in classrooms. There was little evidence to support exit slips informing the next day's instruction. • Formative assessment data is not being used to differentiate lessons to meet students' individual needs. Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in only 9% of classrooms. • Likewise, instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in only 13 % of classrooms.

- PLC meeting minutes did not provide sufficient information to allow the team to understand the process used to analyze classroom assessments and guide instruction.
- Professional learning communities are beginning to focus on analyzing assessments to inform instruction. However, interviews indicated that PLC facilitators frequently bring data to the meetings for the team to review rather than analyze. The impact these meetings are having on guiding instruction is not apparent at this point.
- According to student survey data, only 51% of students agreed or strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” which suggests that about half of the students do not perceive that teachers are making an effort to meet their needs.
- According to teacher surveys, only 66% of the teachers agreed or strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.” This rate of agreement suggests one-third of the teachers do not perceive that multiple types of assessments are used.

Deficiency 5: Classroom instruction is not generally culturally responsive.

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

School evidence:

- Walkthrough tool
- Summer PD with EPD follow-up in fall with Dr. Cleveland
- Student mentoring
- Intensive Student list
- Personal bulletin boards
- Wake-up writing
- Tracking failures
- Progress Monitoring: Academic Data
- Name It and Claim It list
- Extended school day
- Breakfast in classroom

School comments:

The school staff has received professional development in culturally responsive instruction, but implementation is not at mastery level.

<p>Team evidence:</p> <ul style="list-style-type: none"> • Classroom observation data • Student performance data • Principal’s presentation • Review of documents and artifacts • Stakeholder survey data • Self-Assessment
<p>Team comments:</p> <ul style="list-style-type: none"> • The leadership has provided Cultural Competency training. The impact this professional development has had on culturally responsive instruction was not apparent. • According to classroom observation data, instances in which students had ongoing opportunities to learn about their own and others’ backgrounds/cultures/differences were evident/very evident in only 19% of classrooms. This result suggests that students rarely have the opportunity to engage in activities that allow them to learn about and understand one another’s cultural similarities and difference. • Furthermore, instances in which students were actively engaged in learning activities were evident/very evident in only 26% of classrooms. Tasks frequently required students to complete worksheets, listen to a teacher-centered discussion, or listen to someone read aloud. These activities do not represent culturally responsive teaching methods.

Deficiency 6: The professional learning community of the school has not yet achieved the trust and openness necessary for constructive, critical collegial interaction.

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

<p>School evidence:</p> <ul style="list-style-type: none"> • PLCs have created norms and mission statements • PLCs meet regularly to discuss student data • PLCs are teacher-led • PLCs are consistently attended • PLCS are not used to create lesson plans or to vent about student behavior • Data Protocol forms are used • PLCs are monitored, attended, and supported by Resource Team and Administrative Team • The agenda is determined in advance and submitted to Resource Team • Increased participation from just ELA and math to inclusion of science and social studies • Related Arts are expected to attend district-level PLCs in their content area
<p>School comments:</p>

PLCs have grown over the last four years at Frost Middle to include science and social studies. The former ERS team prepared ELA and math PLCs last year to function on their own. This year, there are content level teachers who are now facilitating the PLCs. The Resource Team members serve as a sounding board and as resource managers.

Team evidence:

- Stakeholder interviews
- Review of documents and artifacts
- Stakeholder survey data
- Principal's presentation
- Self-Assessment
- PLC meeting agendas and minutes

Team comments:

- All teachers participate in PLC meetings on a weekly basis. Content teachers lead the PLC meetings with support from a resource person.
- According to survey data, teachers are satisfied with the collaborative culture at Frost Middle School. For example:
 - 84% agree or strongly agree with the statement, "Our school's leaders support an innovative and collaborative culture."
 - 75% agree or 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."
 - 71.06% of teachers agree or strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)."

Diagnostic Review Team Schedule**Robert Frost Middle School Diagnostic Review****SUNDAY, FEBRUARY 9, 2014**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -7:30 p.m.	Orientation, Planning Session, and Team Work Session #1 - Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members
7:30 p.m.	Dinner		Diagnostic Review Team Members

MONDAY, FEBRUARY 10, 2014

Time	Event	Where	Who
6:30 a.m.	Co-leaders meeting to determine plans since school was cancelled due to snow.		Co-leads and Jerry Cooper
7:00 a.m.	Determined that Frost team would work from hotel since only custodians would be at the school		Co-leads, Jerry Cooper, and Jefferson County Leaders
8:30 a.m. – 5:00 p.m.	Interviewed District Leaders and ERL, reviewed documents, artifacts, student performance data, stakeholder survey data		Team Members
5:00 – 6:30 p.m.	Dinner		Team Members
6:30 – 10:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> • Team members working in pairs re-examine ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2		Team Members

TUESDAY, FEBRUARY 11, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	Frost Middle Office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <p><u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u></p> <ol style="list-style-type: none"> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 	Conference room or other private work area that can be designated for team use during the three day on-site review	All diagnostic review team members
9:00– 9:15	Break		Diagnostic Review Team Members
9:15-10:15	Principal Interview		Diagnostic Review Team Members

7:30 a.m. – 1:30 p.m.	Conduct school and classroom observations, teacher interviews, parent interviews, and student interviews	Classroom	Diagnostic Review Team Members
1:30 p.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <p>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</p> <ol style="list-style-type: none"> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 		<p>Diagnostic Review Team Members</p> <p>Principal</p> <p>Resource Team Members</p>
2:30 p.m.	Principal Interview		<p>Diagnostic Review Team Members</p> <p>Principal</p> <p>Resource Team Members</p>
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 11:00 p.m.	Evening Work Session #3	Hotel conference room	Diagnostic Review

	<ul style="list-style-type: none"> • Review findings from Tuesday • Team deliberations to determine or confirm indicator ratings • Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. • Tabulate Learning Environment ratings • Leadership Addendum <p>Team member discussion:</p> <ul style="list-style-type: none"> • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. • Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 		Team Members
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WEDNESDAY, FEBRUARY 12, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:30 – 11:00 a.m.	Classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
9:30 a.m.	Kentucky Department of Education		Diagnostic Review Team

	Leadership Determination Session		Members
11:00 – 1:30	<p>Final Team Work Session</p> <p>Examine</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative 		Diagnostic Review Team Members
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team’s findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

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

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School Diagnostic Review Summary Report

Frost Middle School

Jefferson County Public Schools

2/09/2014 – 2/12/2014

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

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

Principal Authority: Due to the fact that Frost Middle School has had two interim principals during the 2013-2014 school year leadership capacity cannot be determined at this time however the Diagnostic Review Team has determined that intensive intervention is needed throughout the school. Any deficiencies found in the report will follow the 7th and 8th grade to Valley Middle School as well as the Priority School status for the 2014-2015 school year.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Frost Middle School.

Principal, Frost Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____