



Internal School Review Report

Name of Institution

Reviewed: Waggener High School

Date: January 25 – January 27, 2015

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School Principal: Katy Zeitz

Introduction

The KDE Internal School Review is designed to:

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

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

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

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

Standard 3: Teaching and Assessing for Learning

Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.67	Team Rating for Standard 3 2.33
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>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.</p> <p><i>Level 4</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 3</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 2</i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i>Level 1</i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>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.</p> <p><i>Level 4</i> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment</p>	3	3

	<p>as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study</p>	3	3

	<p>teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2

3.6	<p>Teachers implement the school’s instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2

3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p>		
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	Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.9	<p>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.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.10	<p>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.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 1
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

Teaching and Learning Impact

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

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	59.4	60.4	65.1	Yes	Yes	Yes
2012-2013	41.7	42.7	47.3	Yes	Yes	Yes

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

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	26.7	52.2	35.6	55.8	39.5	55.4
Algebra II	41.0	40.0	34.9	36.0	46.6	37.9
Biology	19.0	30.3	19.5	36.3	22.6	39.8
U.S. History	22.1	39.5	35.1	51.3	30.1	58.0
Writing	21.5	43.9	31.3	48.2	26.1	43.3
Language Mech.	25.5	50.7	20.6	51.4	18.8	49.9

Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	13.9	16.1	13.1	16.6	13.2	16.5
Math	14.9	16.8	14.1	17.1	14.3	16.9
Reading	15.0	16.6	14.0	16.8	13.6	16.7
Science	16.1	17.9	15.8	18.1	15.9	18.1
Composite	15.1	17.0	14.4	17.3	14.4	17.2

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.9	18.4	14.3	18.4	15.6	18.7
Math	16.9	18.8	17.0	18.9	17.5	19.2
Reading	16.2	19.0	16.0	19.4	17.0	19.6
Science	16.6	19.1	16.8	19.5	16.9	19.6
Composite	16.3	19.0	16.2	19.2	16.9	19.4

School Achievement of Proficiency and Gap Delivery Targets, 2013-2014

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	46.6	41.3	No	43.5	39.0	No
Reading	41.0	37.2	No	37.7	33.1	No
Math	52.0	45.4	No	49.3	44.9	No

Science	34.0	21.6	No	31.6	18.0	No
Social Studies	37.9	33.1	No	34.1	29.3	No
Writing	36.9	25.3	No	33.9	21.8	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	47.8	45.7	62.5	No
Graduation Rate	83.8	83.9	87.5	Yes

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	1.94	2	2.44	2.6	9	Proficient
Practical Living	2.03	2	2.33	1.92	8.3	Proficient
Writing	2.22	1.88	2.11	2	8.2	Proficient

Summary of School and Student Performance

Plus

- The school met its AMO.
- The school met graduation participation and graduation rate goals.
- The school's overall score increased from 2012-13 to 2013-14.
- The percentage of students scoring at the proficient/distinguished level in English and biology has improved over the last three assessment cycles.
- The percentage of students scoring at the proficient/distinguished level in math decreased in 2013 but increased slightly in 2014.
- The percentage of students scoring at the proficient/distinguished level in math is higher than the state average.
- Science has the highest benchmark score.
- All areas on the ACT show an increase in benchmarks averages from 2012-13 to 2013-14.
- Math ACT scores are closer to benchmark than the other content areas.
- The actual score for CCR (College and Career Readiness) increased from 32.8 to 45.7 from 2012-13 to 2013-14.
- All Program Review areas are proficient.

- Arts and Humanities was the highest scoring Program Review area.

Delta

- Scores in English, Biology, U.S. History, Writing and Language Mechanics are all still well below the state average percentage of students scoring at the proficient/distinguished level.
- U.S. History and writing scores increased in 2013, but declined in 2014.
- Language Mechanics scores have declined since 2012.
- All scores in all content areas are well below benchmark for the PLAN.
- The composite score on the PLAN declined since 2012.
- All content areas are below ACT benchmarks.
- English scores have fluctuated over the last three years.
- The school did not meet Proficiency Delivery targets for any content area.
- The school did not meet Gap Delivery targets for any content area.
- The school did not meet its CCR Delivery target.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	68.8	10	71.4	26	78.7
3.1	11	67.9	11	52.7	51	93.4
3.1	13	67.9	17	39.9		
3.1	34	75.7	32	72.7		
3.2	21	74.1	17	39.9	16	86.9
3.2					22	86.9
3.3	12	74.1	10	71.4	17	70.5
3.3	13	67.9	16	62.6	18	80.3
3.3	22	80.0	17	39.9	19	83.6
			26	60.7		
3.4					3	98.4
3.4					11	93.4
3.4					12	83.6
3.4					13	80.3
3.5	14	64.2	5	69.5	8	98.4
3.5					24	93.4
3.5					25	90.2

3.6	19	82.7	9	80.3	20	90.2
3.6	21	74.1	18	68.6	21	80.3
3.6			20	65.4	22	86.9
3.7	14	64.2	5	69.5	8	98.4
3.7					30	93.4
3.7					31	93.4
3.8	9	67.5	13	46.6	15	90.2
3.8	15	65.4	21	56.1	34	52.5
3.8	16	55.1			35	82.0
3.8	17	64.2				
3.8	35	70.8				
3.9	20	77.5	14	63.0	28	98.4
3.9						
3.10			22	61.3	9	93.4
3.10					21	80.3
3.10					23	83.6
3.11					32	95.1
3.11					33	95.1
3.12	13	67.9	1	83.4	27	93.5
3.12	23	74.1	17	39.9	29	88.5

Summary of Stakeholder Feedback

Plus

- 93.4% of staff members agreed/strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
- 88.5% of staff members agree/strongly agree with the statement, “In our school, all staff members use student data to address the unique learning needs of all students.”
- 83.4% of students agree/strongly agree with the statement, “In my school, programs and services are available to help me succeed.”
- 82.7% of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.”
- The percentage of students who agree/strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught,” increased from 65.6% in 2012-2013 to 80.3% in 2014-2015.

Delta

- 61.3% of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”

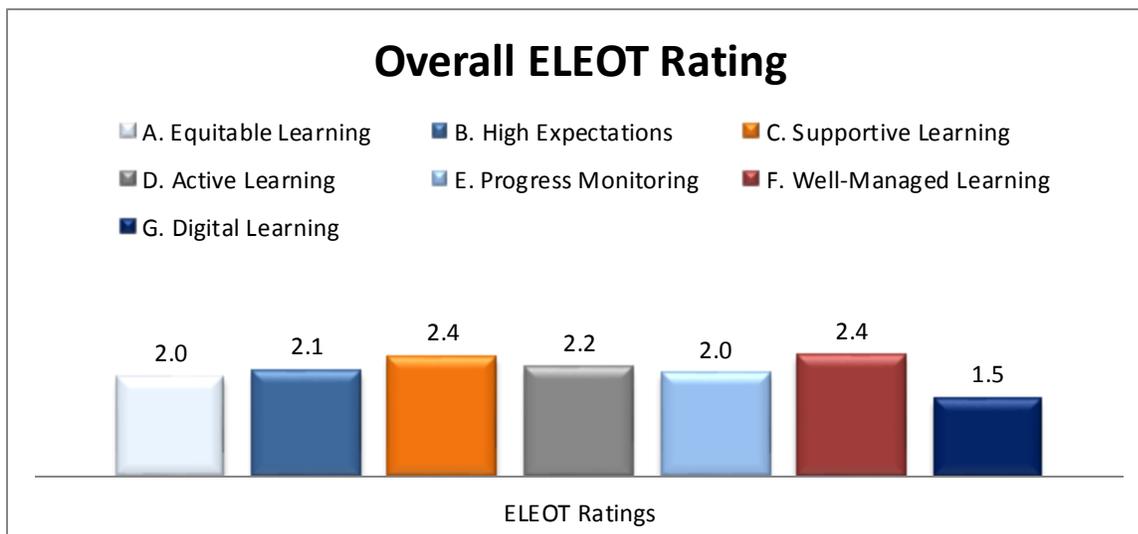
- 39.9% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs. Additionally, the percentage of students who agree/strongly agree with this same statement decreased from 46.6% in 2012-2013.
- 55.1% of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- The number of staff responding to the 2014-2015 survey decreased by 35. The number of support staff showed the greatest decline of 21 respondents.

Effective Learning Environments Observation Tool (eleot™) Results

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 measures the extent to which learners are in an environment that is equitable, supportive, and well managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 35 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

- Overall, students demonstrated knowledge of consistent and fairly applied rules and expectations.
- Most classrooms observed allowed equal access to materials and discussions.

Delta

- Differentiated learning opportunities were evident/very evident in only 9% of observed classrooms.

High Expectations Learning Environment

Plus

- N/A

Delta

- Exemplars were utilized in only 9% of observed classrooms.
- Students were asked higher-order questions in about 20% of observed classrooms.
- Rigorous instruction was evident/very evident in 40% of observed classrooms.

Supportive Learning Environment

Plus

- Students demonstrated a positive attitude about the classroom and learning in about 60% of observed classrooms.
- The Supportive Learning Environment was one of the highest rated eleot environments (2.4 on a 4 point scale).

Delta

- Students were provided additional/alternate instruction and feedback in only about 29% of observed classrooms.

Active Learning Environment

Plus

- N/A

Delta

- Students made connections from content to real-life experiences in only about 14% of observed classrooms.
- Active learning was evident/very evident in 40% of observed classrooms.

Progress Monitoring Learning Environment

Plus

- N/A

Delta

- Students being asked or quizzed about individual progress/learning was evident/very evident in only 23% of observed classrooms.
- Students demonstrated or verbalized understanding of the content being taught in about 31% of observed classrooms.

Well-Managed Learning Environment

Plus

- Students speaking and interacting respectfully with teachers and peers was evident/very evident in 66% of observed classrooms.
- The Well-Managed Learning Environment was one of the highest rated elect environments (2.4 on a 4 point scale).

Delta

- Student collaboration was evident/very evident in only 20% of observed classrooms, indicating teacher-centered and teacher-directed instruction and learning.

Digital Learning Environment

Plus

- N/A

Delta

- Observers noted very few instances of student use of digital tools for learning.
- The Digital Learning Environment was the lowest rated elect environment (1.5 on a 4 point scale).

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Action statement

Implement and monitor for effectiveness a process for using available data to identify and meet the needs of all students. Expand the current Professional Learning Community (PLC) data collection system by further differentiating planning and instruction according to individual student need. Ensure the use of appropriate differentiation and higher-order, rigorous instructional strategies in all classrooms during weekly classroom walkthrough observations.

(Indicator 3.12/3.1)

Supporting Evidence:

Student Performance Data

While student performance data showed growth in most areas, it did not indicate systemic improvement in instructional strategies across all assessed areas. For example:

- The school demonstrated a decline in the percentage of students scoring at the proficient/distinguished performance levels in U.S. History, Writing, and Language Mechanics.
- The school's percentages of students scoring at the proficient/distinguished performance levels in English II, Biology, U.S. History, Writing, and Language Mechanics are significantly lower than state percentages.
- The school did not meet its Proficiency or Gap Delivery targets in any content area.

Classroom Observation Data

The Effective Learning Environments Observation Tool (eleot™) summary data revealed the following:

- The High Expectations Learning Environment received an overall rating of a 2.1 on a 4 point scale, suggesting decreased levels of rigor.
- The Equitable Learning Environment received an overall rating of a 2.0 on a 4 point scale, demonstrating an environment containing fewer individualized and differentiated learning opportunities.
- eleot™ indicator A.1, "Has differentiated learning opportunities and activities that meet her/his needs," was very evident/evident in only 9% of observed classrooms.

Observers noted overall well-managed classrooms and compliant students with pockets of off-task behavior and side conversations during instruction; however, the teacher-directed instruction contributed to lower levels of rigor.

Stakeholder Survey Data

- Stakeholder survey results revealed 67.9% of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
- Stakeholder survey results revealed 39.9% of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- Stakeholder survey results revealed 88.5% of staff members agree/strongly agree with the statement, "In our school, all staff members use student data to address the unique learning needs of all students."

These survey results suggest mixed perceptions among stakeholder groups.

Observers noted inconsistent display and communication of learning targets and behavioral expectations, as well as very few instances of classroom-level formative assessment.

Attachments:

- 1) Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for Waggener High School.

Improvement Priority 1: (2.2) Define the function of the SBDM Advisory Council to determine its role in the improvement of student performance and the conditions that support learning.

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

School/District evidence:

- SBDM (School-Based Decision-Making) Advisory retreat agenda
- Advisory agendas/minutes
- GCIPL (Governor's Commonwealth Institute for Parent Leadership) participation

School/District comments:

We have had a more consistent degree of parent participation over the last couple of years. To increase authentic parent participation we held a parent advisory retreat that exposed them to systems and policies (i.e., budget, improvement planning, hiring practices, etc.). The school has also worked with the parents to develop a wellness policy that supports our Program Review. Both parents are participants in GCIPL and are coordinating projects to support school efforts. We also sent a certified teacher and administrator to demonstrate commitment to their efforts.

Team evidence:

- GCIPL participation evidence
- Council member professional learning certificate
- Advisory Council meeting schedule and agendas
- Parent member retreat information
- Principal presentation
- Stakeholder interviews

Team comments:

The school's council operates in advisory capacity. The principal has attempted to foster meaningful parent participation and attendance at meetings, while maintaining ultimate control of primary decision-making. Some stakeholders articulate the Advisory Council's role in supporting a continuous model of school improvement at the school.

Improvement Priority 2: (3.1) Evaluate the degree to which all instructional programs are providing all students with challenging and equitable learning opportunities to develop learning, thinking and life skills.

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/District evidence:</p> <ul style="list-style-type: none"> • Curriculum maps/Syllabi • Pacing guides/Standards and targets • Scope and Sequence/Course Descriptions • Curriculum alignment activities • Learning expectations for courses or programs
<p>School/District comments:</p> <p>AdvanceKY has helped us create and expand more rigorous coursework to gap group students. Teachers have worked in department PLCs to develop common pacing guides and curriculum maps. Transition Island has helped to bridge gaps in curriculum for students with high needs. With help from administrators, PLCs have developed learning expectations that are consistent across all levels.</p>

<p>Team evidence:</p> <ul style="list-style-type: none"> • Lesson/Unit plans • Classroom observations • Principal presentation • Stakeholder interviews • Professional Learning Community (PLC) meeting minutes • Stakeholder survey data
<p>Team comments:</p> <p>Teachers communicate a collaborative, supportive professional culture at the school, noting opportunities for adjusting instruction based on Professional Learning Community (PLC) meetings and “Data Days.” However, classroom observations reveal a preponderance of teaching at the Knowledge and Recall levels, with few opportunities for individualized learning. Additionally, many students in observed classrooms were either passively engaged or off task. The use of learning targets was very inconsistent and behavioral expectations varied from class to class.</p>

Improvement Priority 3: (3.2) Create systems designed to utilize data from student formative assessments to monitor and adjust curriculum and instruction.

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/District evidence:</p> <ul style="list-style-type: none"> • PLC Agendas • Data Day documents • PLC minutes • Planning tools • CFAs (common formative assessments)
<p>School/District comments:</p> <p>PLCs analyze current student performance on common formative assessments on a weekly basis. PLCs develop reflection and planning documents that are shared on a weekly basis at ILT (Instructional Leadership Team) meetings on Mondays. Curriculum and instruction are adjusted based on results from student data. Departments are also provided regular “Data Days” for deep dives into assessment results and curriculum planning.</p>

<p>Team evidence:</p> <ul style="list-style-type: none"> • Stakeholder survey data • Stakeholder interviews • PLC agendas and minutes • ILT agendas and minutes • Proficiency data • Data Day documents • Planning tools • Common Formative Assessment examples
<p>Team comments:</p> <p>Course-alike PLC groups review common formative and summative data each week with administrative presence. Student performance data is used to determine identification for Extended School Day services. Student data is reported regularly in Instructional Leadership Team (ILT) meetings; however, formative assessments are not influencing immediate adjustments to daily instruction.</p>

Improvement Priority 4: (3.3) Develop professional development activities that incorporate training on instructional strategies and interventions that address individual learning needs of each student.

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/District evidence:</p> <ul style="list-style-type: none"> • Extended School Day (ESD) • Bootcamps • Tiered Interventions • CSIP (Consolidated School Improvement Plan) Goal Progress Monitoring • EOC (End-of-Course) and ACT Prep

- TI (Transition Island)
- Differentiation Professional Development (PD)

School/District comments:

Professional development (PD) has focused on PLC development through Solution Tree. Numerous national presenters have been brought in to work with teachers as a whole and through small group coaching. A PD planning committee has been put together with representatives of the peer visitation team (PVT). The ILT monitors the effectiveness of PD through CSIP progress monitoring. PD has become more differentiated to meet the unique needs of specific teams and groups of teachers.

Team evidence:

- Extended School Day (ESD)
- Professional development documents
- CSIP
- Stakeholder survey data
- eleot™ walkthrough data
- Stakeholder interviews

Team comments:

A review of artifacts indicates that instructional strategies and interventions are sometimes personalized for individual learning needs of students. The use of technologies as an instructional resource and learning tool was not observed consistently throughout all classrooms. Regular professional development opportunities were developed based on staff feedback and presented by peers. Additional professional development was provided by outside agencies; however, a system is needed to ensure learning from professional development is implemented at the classroom level.

Improvement Priority 5: (3.4) Redesign existing supervision and evaluation procedures to ensure consistent delivery of effective instructional practices.

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

School/District evidence:

- PGP's (Professional Growth Plans)
- Evaluations
- Walkthroughs
- Collective Commitments
- Administrative Oversight Sheet
- Anonymized E2s (Evaluations)

School/District comments:

The school is a pilot school for TPGES (Teacher Professional Growth and Effectiveness System) and has numerous teachers that have been trained as supports. We have also offered numerous days of PGP coaching and all teachers have been asked to create

TPGES-like PGP for this year. Formal observation protocols align with the district evaluation plan. We have developed a consultant to help administrators to improve their skills with instructional coaching. PVT has also helped to get a good read on school-wide needs and gives teachers a chance to visit other classrooms. Walkthroughs occur on a regular basis and are focused on instructional priorities.

Team evidence:

- Professional Growth Plans
- Evaluations
- Informal walkthrough observation forms/comments
- Stakeholder interviews
- Principal presentation

Team comments:

A review of related artifacts and evidence supports the existence of consistent, varied, and systematic walkthrough observations that are both formal and evaluative in nature, as well as informal and formative. Stakeholder interviews corroborate a supervision and evaluation program that potentially provides information related to teacher professional growth.

Improvement Priority 6: (3.6) Create and implement systems that ensure all teachers use an instructional process that informs students of learning expectations and standards of performance.

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.

School/District evidence:

- SBG (standards-based grading)
- Rubrics
- Exemplars
- Collective commitments
- Student reflection tools
- Tracking charts

School/District comments:

Teachers utilize syllabi to communicate expectations early in the school year and utilize SBG practices to communicate student progress towards mastery throughout the year. Teachers use a variety of tracking tools to communicate with students as well. Rubrics and exemplars are becoming more and more regularly used and are reinforced by administrators and improvement plans.

Team evidence:

- Stakeholder Interviews
- Syllabi
- Curriculum maps

- Tracking charts
- eleot™ walkthrough data
- Principal presentation
- Stakeholder survey data

Team comments:

Teachers at the school communicate expectations via syllabi. Tracking tools, as well as posters in classrooms, are intended to track student progress; however, classroom observations and a review of artifacts revealed inconsistent use of student data posters (e.g., several tracking tools posted were empty or incomplete). Additionally, little evidence showed teachers use exemplars to guide and inform students. Observations noted very few classes provided feedback and formative assessment to guide student learning.

Improvement Priority 7: (3.7) Develop, implement, and evaluate a mentoring, coaching or induction program that will advance the purpose and direction of the school in improving student performance.

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.

School/District evidence:

- PVT
- Collaborative coaching
- TPGES
- New teacher induction

School/District comments:

A new teacher mentoring and coaching program has been developed and an experienced certified teacher has been identified and charged with leading the program. The program is all encompassing and focused on typical new teacher needs, instructional best practices, and classroom management. All teachers are also eligible to participate in the PVT program. Administrators have been trained on TPGES expectations and collaborative coaching.

Team evidence:

- Collaborative coaching artifacts
- Peer visitation artifacts
- New teacher induction information
- Principal presentation
- Stakeholder interviews
- Stakeholder survey data

Team comments:

New teachers at the school have opportunities to be involved in a robust new teacher induction program. Additionally, some experienced teachers engage in peer observations; however, the degree to which these peer observation sessions result in

improved practice is unclear. The principal noted a need for an administrative “hands-off” approach for peer observation sessions to be authentic, and teachers communicated that the school supported a collaborative and supportive culture; however, stakeholders could not consistently articulate how (or if) the peer observation model was monitored for effectiveness or if valid and reliable measures of performance exist. Some teachers also have opportunities for administrative coaching, during which administrators model and team-teach in classrooms.

Improvement Priority 8: (3.10) Establish and implement a process for monitoring the consistent implementation of the school and board of education grading policies. Determine more effective ways to communicate grading policies to all stakeholders. Develop a process for examining the effectiveness of existing grading policies and practices.

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

School/District evidence:

- SBG
- IC (Infinite Campus)
- Teacher gradebooks
- Sample report card/Progress report
- CFAs

School/District comments:

The school was one of the first high schools to pilot SBG practices for the district and over the last couple of years the SBG practices have become more established and are now the expectation. Teachers utilize CFAs to continuously monitor student progress and use various tools to communicate ongoing student progress. Parent Portal is a tool for communicating with parents. Syllabi outline SBG practices and are communicated with parents at the beginning of each term. Grading practices and the SBG policy are outlined on the school website.

Team evidence:

- Standards-based grading policy
- Stakeholder interviews
- Syllabi
- Principal presentation

Team comments:

While evidence does not support that all teachers and all courses utilize standards-based grading (e.g., AP Courses), interviews and evidence suggest all like courses use consistent and well-communicated (e.g., on syllabi) grading procedures. Students clearly articulated the differences between two grading models used at the school.

Improvement Priority 9: (3.12) Develop a systematic procedure for using data to guide instructional decision making regarding student support services.

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.

School/District evidence:

- SST (Staff Support Team)
- Advisory Program
- ESL (English as a Second Language) Scheduling/Supports, ECE (Exceptional Child Education) Scheduling/Supports
- DIPP (Deep Implementation Planning Process) Group Selection

School/District comments:

The SST committee meets regularly to review data and monitor programs. The CSIP is reflective of DIPP groups and progress is reported to ILT regularly. Various supports are established through specific scheduling placements and programs that are built into the master schedule. The school also has embedded their advisory program into the master schedule to meet weekly to support various timely student needs.

Team evidence:

- PLC minutes
- Stakeholder interviews
- Stakeholder survey data
- Principal presentation
- eleot™ walkthrough data
- Curriculum maps

Team comments:

Teachers at the school participate in Professional Learning Community (PLC) meetings designed to analyze data and use current data to drive instruction; however, eleot™ data and artifacts reveal little evidence supporting differentiation within most classrooms, or changes to instruction to meet the needs of all students at a higher, rigorous level. Most students in observed classrooms did the same work. Student surveys indicated that most teachers did not change their teaching to meet their learning needs.