



# Internal School Review Report

**Name of Institution**

**Reviewed:** Menifee County High School

**Date:** April 13 - 15, 2015

**Team Member:** Lewis Willian

**Team Member:** Felicia Bond

**Team Member:** Charlotte Jones

**School Principal:** Brenda Warren

## 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:

- examination of an array of student performance data
- Self-Assessment
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data
- 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

<b>Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	School Rating for Standard 3  <b>2.92</b>	Team Rating for Standard 3  <b>1.33</b>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
<b>3.1</b>	<p><b>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.</b></p> <p><i><b>Level 4</b></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><b>Level 3</b></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><b>Level 2</b></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><b>Level 1</b></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 checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
<b>3.2</b>	<p><b>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.</b></p> <p><i><b>Level 4</b></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</p>	4	1

	<p>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 as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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><b>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> Teachers rarely or never use instructional strategies that require student collaboration, self-</p>	3	2

	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.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
2	1		
<b>3.4</b>	<p><b>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3	1		
<b>3.5</b>	<p><b>Teachers participate in collaborative learning communities to improve instruction and student learning.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> All members of the school staff participate in collaborative learning communities that meet</p>		

	<p>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><b>Level 2</b> 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 teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p><b>Level 1</b> 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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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	<b>School Rating</b>  3	<b>Team Rating</b>  1
<b>3.6</b>	<p><b>Teachers implement the school’s instructional process in support of student learning.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>  2	<b>Team Rating</b>  1
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<b>3.7</b>	<p><b>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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> <p><b>Level 1</b> 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.</p>
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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		4	2
<b>3.8</b>	<p><b>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p><b>Level 1</b> 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>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		4	2
<b>3.9</b>	<p><b>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.</b></p> <p><b>Level 4</b> 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</p>		

	<p>skills, thinking skills, and life skills.</p> <p><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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>
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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating  2	Team Rating  1
<b>3.10</b>	<p><b>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.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating  2	Team Rating  1
<b>3.11</b>	<b>All staff members participate in a continuous program of professional learning.</b>		

	<p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.12	<p><b>The school provides and coordinates learning support services to meet the unique learning needs of students.</b></p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> 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><b>Level 1</b> 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>	3	1

## 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 demonstrate an institution's impact on teaching and learning.

### Summary of Student Performance

#### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
<b>2013-2014</b>	63.5	64.5	65.3	Yes	Yes	Yes
<b>2012-2013</b>	53.0	54.0	52.6	No	Yes	Yes

#### Percentages of Students Scoring at the Proficient/Distinguished (P/D) Levels on the K-PREP Assessment at the School and State from 2011-2012, 2012-2013 and 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)
<b>English II</b>	31.9	52.2	40.3	55.8	48.8	55.4
<b>Algebra II</b>	32.9	40.0	13.0	36.0	31.3	37.9
<b>Biology</b>	18.3	30.3	34.6	36.3	29.6	39.8
<b>U.S. History</b>	44.8	39.5	29.8	51.3	42.5	58.0
<b>Writing</b>	33.3	43.9	30.2	48.2	27.7	43.3
<b>Language Mech.</b>	35.7	50.7	39.2	51.4	46.3	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)
<b>English</b>	14.7	16.1	15.3	16.6	15.6	16.5
<b>Math</b>	15.4	16.8	16.3	17.1	15.7	16.9
<b>Reading</b>	14.5	16.6	15.8	16.8	16.7	16.7
<b>Science</b>	16.5	17.9	17.1	18.1	17.4	18.1
<b>Composite</b>	15.4	17.0	16.2	17.3	16.5	17.2

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

<b>Content Area</b>	<b>Avg. Score School (11-12)</b>	<b>Avg. Score State (11-12)</b>	<b>Avg. Score School (12-13)</b>	<b>Avg. Score State (12-13)</b>	<b>Avg. Score School (13-14)</b>	<b>Avg. Score State (13-14)</b>
<b>English</b>	16.7	18.4	15.1	18.4	16.3	18.7
<b>Math</b>	17.6	18.8	16.8	18.9	17.5	19.2
<b>Reading</b>	17.8	19.0	17.2	19.4	17.9	19.6
<b>Science</b>	18.1	19.1	17.4	19.5	18.3	19.6
<b>Composite</b>	17.7	19.0	16.8	19.2	17.7	19.4

<b>Percentages of Students Meeting Benchmarks on ACT at School and State, 2013-2014</b>					
<b>English School</b>	<b>English State</b>	<b>Math School</b>	<b>Math State</b>	<b>Reading School</b>	<b>Reading State</b>
40.8	55.9	33.8	43.5	38.0	47.1

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

<b>Tested Area (2013-2014)</b>	<b>Proficiency Delivery Target for % P/D</b>	<b>Actual Score</b>	<b>Met Target (Yes or No)</b>	<b>Gap Delivery Target for % P/D</b>	<b>Actual Score</b>	<b>Met Target (Yes or No)</b>
<b>Combined Reading &amp; Math</b>	47.3	41.6	No	44.6	39.9	No
<b>Reading</b>	47.5	52.7	Yes	46.6	49.2	Yes
<b>Math</b>	47.0	30.5	No	42.4	30.5	No
<b>Science</b>	35.0	30.4	No	37.8	27.0	No
<b>Social Studies</b>	57.4	43.6	No	53.5	45.8	No
<b>Writing</b>	48.2	27.6	No	44.8	27.5	No

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

<b>Delivery Target Type</b>	<b>Delivery Target (School)</b>	<b>Actual Score (School)</b>	<b>Actual Score (State)</b>	<b>Met Target (Yes or No)</b>
<b>College and Career Readiness</b>	57.4	39.0	62.5	No
<b>Graduation Rate</b>	91.5	92.4	87.5	Yes

<b>Program Reviews 2013-2014</b>						
<b>Program Area</b>	<b>Curriculum and Instruction (3 pts possible)</b>	<b>Formative &amp; Summative Assessment (3 pts possible)</b>	<b>Professional Development (3 pts possible)</b>	<b>Administrative/ Leadership Support (3 pts possible)</b>	<b>Total Score (12 points possible)</b>	<b>Classification</b>
<b>Arts and Humanities</b>	2.24	2.00	1.78	2.00	8.0	Proficient
<b>Practical Living</b>	2.37	2.00	1.78	2.08	8.2	Proficient
<b>Writing</b>	1.89	1.50	2.00	1.86	7.3	Needs Improvement

### Summary of School and Student Performance

Over the course of three K-PREP assessment cycles, the percentage of students scoring at the Proficient or Distinguished level on the English II End-of-Course (EOC) exam and Language Mechanics has shown a steady increase. The Algebra II EOC showed a decline of 19.9 points between the 2011-12 and 2012-13 academic years; however there was an increase of 18.3 points in the scores between the 2012-13 and 2013-14 academic years. The Algebra II EOC scores are still below where they were in the 2011-12 academic year. Additionally, EOC scores in Algebra II demonstrate the greatest amount of growth between the 2012-13 and 2013-14 academic years.

The school's achievement data demonstrates upward trends on the English II EOC and Language Mechanics assessments. The percentage of students scoring proficient or distinguished has increased on the English II EOC, Algebra II EOC and US History EOC, and Language Mechanics assessments between the 2012-2013 and 2013-2014 academic years. The percentage of students scoring Proficient or Distinguished on the Biology EOC assessment decreased 5.0 points and on the K-PREP Writing assessment decreased 2.5 points between the 2012-13 and 2013-14 academic years. The percentage of students scoring Proficient or Distinguished on the US History EOC increased by 12.7 points between the 2012-13 and 2013-14 academic years. The Proficiency and non-duplicated Gap Delivery targets were not met in any K-PREP areas except the English II EOC.

The school's percentage of students scoring at the Proficient or Distinguished level on all four EOC assessments and the K-PREP writing exam was below the percentage of students scoring at those levels statewide. The average scores on the ACT assessment as well as the percentage of students meeting benchmarks on the ACT are below the state average in all areas. The declining trend in writing achievement correlates to the school's rating of Needs Improvement on its Writing Program Review. The school's Program Review ratings for Arts and Humanities and Practical Living programs led to Proficient ratings.

#### Plus

- English II EOC scores have increased for the last three years.
- Algebra II increased 18.3 points in scores between the 2012-13 and 2013-14 academic years.
- The school's non-duplicated gap students met the Delivery targets identified by the state on the English II EOC assessment.

#### Delta

- K-PREP writing scores have decreased for the last three years.
- Biology EOC scores decreased 5.0 points from the 2012-13 and 2013-14 academic years.

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except the English II EOC.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

### Stakeholder Survey Results

Indicator	Parent Survey		Student Survey			Staff Survey	
	Question	%agree/strongly agree	Question		%agree/strongly agree	Question	%agree/strongly agree
			ms/hs	elem.			
3.1	10	70.8	10	6	54.3	26	56.2
3.1	11	60.4	11	7	46.2	51	65.6
3.1	13	54.2	17		45.2		
3.1	34	75.0	32		56.3		
3.2	21	66.7	17		45.2	16	62.5
3.2						22	53.1
3.3	12	60.4	10	7	54.3	17	65.5
3.3	13	54.2	16	8	53.8	18	59.4
3.3	22	83.3	17	16	45.2	19	65.6
			26		60.4		
3.4						3	57.9
3.4						11	68.6
3.4						12	57.1
3.4						13	68.6
3.5	14	58.3	5		50.7	8	48.6
3.5						24	56.3
3.5						25	59.4
3.6	19	83.3	9	9	54.8	20	71.9
3.6	21	66.7	18	19	57.8	21	59.4
3.6			20		58.3	22	53.1
3.7	14	58.3				8	48.6
3.7						30	53.1
3.7						31	56.3
3.8	9	67.9	13	10	53.3	15	54.3
3.8	15	68.8	21	12	45.7	34	31.2
3.8	16	56.6				35	53.1

3.8	17	75.0					
3.8	35	72.9					
3.9	20	79.2	14	11	50.3	28	62.4
3.9				13			
3.10			22	12	60.8	9	68.6
3.10						21	59.4
3.10						23	62.5
3.11						32	68.8
3.11						33	46.9
3.12	13	54.2	1		61.4	27	75.0
3.12	23	77.1	17		45.2	29	62.5

### **Summary of Stakeholder Feedback**

Stakeholder surveys were administered to students, staff and parents. A total of 212 students, 40 staff and 61 parents responded. Survey links were provided on the school website.

#### Plus

- 83.3% of parents agree/strongly agree that their child knows the expectations for learning in all of their classes.
- 83.3% of parents agree/strongly agree that their child had up-to-date computers and other technology to use.
- 79.2% of parents agree/strongly agree that their child has at least one advocate in the school.
- 72.9% of parents agree/strongly agree that their child has administrators and teachers that monitor and inform them of their learning progress.
- 77.1% of parents agree/strongly agree that their child has access to support services based on their identified needs.
- 75.0% of parents agree/strongly agree that their child's teachers report on their child's progress in easy to understand language.
- 75.0% of parents agree/strongly agree that their child is prepared for success in the next school year.
- 68.6% of staff agree/strongly agree that their school's leaders ensure that all staff members use supervisory feedback to improve student learning.
- 65.6% of staff agree/strongly agree that teachers use a variety of technologies as instructional resources.

#### Delta

- 20 questions on the Parent Stakeholder Survey were applicable for Standard 3 Teaching and Learning (the focus for this review). Of those 20 questions, 8 had a positive response rate of at least 70% agree/strongly agree.

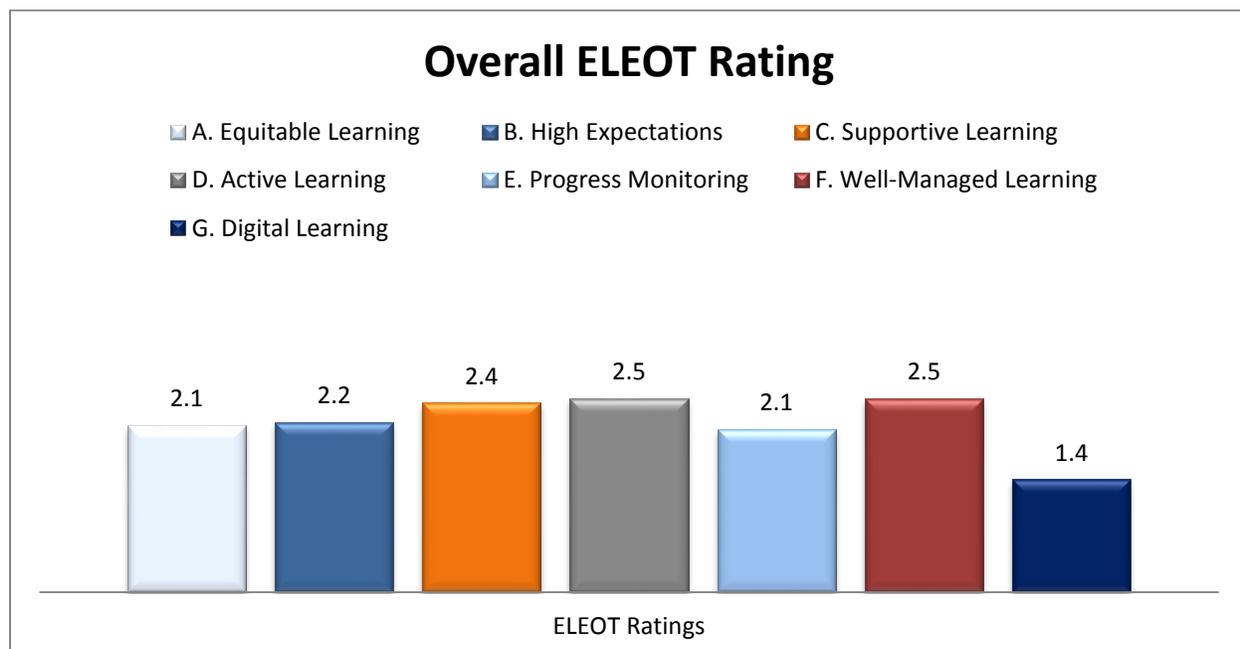
- 19 questions on the Student Stakeholder Survey were applicable for Standard 3 Teaching and Learning (the focus for this review). Of those 19 questions, 0 questions had a positive response rate of at least 70% agree/strongly agree.
- 31 questions on the Staff Stakeholder Survey were applicable for Standard 3 Teaching and Learning (the focus for this review). Of those 31 questions, 2 had a positive response rate of at least 70% agree/strongly agree.

### 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 21 classrooms.

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



## **eleot™ Summary**

### **Equitable Learning**

#### **Plus**

N/A-- Percentages were not high enough to qualify as a plus.

#### **Delta**

- Classroom observations indicate most students receive whole-group teacher-driven instruction. 72% of eleot™ observations indicate that it is partially or not observed at all that students have differentiated learning opportunities and activities that meet their needs.
- 86% of classroom observations indicate students lack ongoing opportunities to learn about their own and other's backgrounds /cultures/differences.

### **High Expectations**

#### **Plus**

N/A-- Percentages were not high enough to qualify as a plus.

#### **Delta**

- 86% of eleot™ observations (not observed/partially observed) indicate students are not or rarely provided exemplars.
- 72% of observation data shows students are not being tasked with activities and learning that are challenging but attainable.

### **Supportive Learning**

#### **Plus**

- 62% of eleot™ observations (evident/very evident) show students are provided support and assistance to understand content and accomplish tasks.

#### **Delta**

- 67% of classroom observations (not observed/partially observed) indicate students do not demonstrate or express that learning experiences are positive.
- 66% of classroom observations (not observed/partially observed) indicate students are not or rarely provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs.

### **Active Learning**

#### **Plus**

- 58% of eleot™ observations (evident/very evident) support that students are actively engaged in the learning activities.

### Delta

- 58% of the data (not or partially observed) indicates connections are not being made from content to real-life experiences.

### **Progress Monitoring**

#### Plus

N/A-- Percentages were not high enough to qualify as a plus.

#### Delta

- 85% of eleot™ observations (not or partially observed) show students do not understand how their work is assessed.
- 81% of the data support that students are not asked and/or quizzed about individual progress/learning (not observed or partially observed).

### **Well-Managed Learning**

#### Plus

- 62% of eleot™ observations (evident/very evident) support students speak and interact respectfully with teacher(s) and peers.

#### Delta

- 67% of the classroom observations (not observed or partially observed) suggest students do not collaborate with other students during student-centered activities.

### **Digital Learning**

#### Plus

N/A-- Percentages were not high enough to qualify as a plus.

#### Delta

- While some digital learning is taking place, 90% of the eleot™ observations (not observed or partially observed) indicate students do not use digital tools/technology to communicate and work collaboratively for learning.

## **FINDINGS OF THE INTERNAL REVIEW TEAM**

### **IMPROVEMENT PRIORITY**

#### **Indicator: 3.2**

#### **Action statement:**

**Develop, deploy and monitor with fidelity a school-wide system that ensures that curriculum, instruction and assessment are adjusted in response to data from multiple assessments of student learning and an ongoing examination of professional practice. Develop a system to**

ensure that 1) all Kentucky Academic Standards are taught in their entirety; 2) classroom instruction is effective and responsive to individual student needs; 3) multiple assessments are used to determine the effectiveness of instruction and the understanding of content standards; 4) additional mastery opportunities are provided for students not mastering the content initially; and 5) results of classroom instruction are monitored by building leadership (i.e. walkthrough observations, teacher data presentations, results of multiple assessments of learning). Implement systems to ensure teachers become reflective with regard to improving their instructional practice in order to make all students successful.

#### **Evidence and Rationale:**

##### Student Performance Data

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except the English II EOC.
- The average ACT scores and percentage of students meeting benchmarks on ACT are below the state average in all four areas (English, math, reading, and science).

##### Stakeholder Survey Data

- 66.7% of parents agree/strongly agree that their child was given multiple assessments to measure their understanding of what was taught
- 45.2% of students agree/strongly agree that teachers change their teaching to meet their learning needs.
- 62.5% of staff agree/strongly agree that teachers in the school monitor and adjust the curriculum based on student performance data and examination of professional practice.
- 53.1% of staff agree/strongly agree that they use multiple types of assessments to modify instruction and revise the curriculum.

##### Stakeholder Interviews

- Interviews reported that any use of data to revise the curriculum was an informal function of teachers in some departments. The district does not have a printed district curriculum. Departmental professional learning communities to examine the impact of teaching and mastery of standards occasionally meet informally. These meetings are teacher-driven. No formal monitoring (agendas turned in, minutes kept) occurs. Interviews do not indicate that curriculum adjustments are monitored at the school or district level.

##### Review of documents and artifacts

- Evidence of specific district curriculum documents was not provided to the team.
- Aggregate walkthrough data was not available.

#### **IMPROVEMENT PRIORITY**

##### **Indicator: 3.4**

##### **Action statement:**

**Develop processes for monitoring instructional effectiveness that are well documented and systematically implemented (i.e., walkthroughs, formal and informal classroom observations with specific feedback and next steps for teachers, review of unit and lesson plans, and examination of student work and assessments). Further ensure that monitoring processes**

also provide effective procedures for supporting and guiding teachers in the implementation of strategies that ensure achievement and student success. Monitoring and support should focus on 1) alignment to the school's values and beliefs about teaching and learning (i.e., use of multiple approaches to learning); 2) engagement of all students in achieving learning expectations; 3) the use of proven and research aligned instructional practices (i.e., formative assessment, higher order thinking, application of knowledge and skills); and 4) using data to change and drive instruction.

#### **Evidence and Rationale:**

##### Student Performance Data

Student performance data indicates some increase in student achievement. The school was at the 32<sup>nd</sup> percentile in 2012-13 and increased to 42<sup>nd</sup> percentile in 2013-14 (Needs Improvement/Progressing).

- K-PREP scores increased in all areas except Biology and writing. Writing was also classified as Needs Improvement in Program Review scoring.
- Proficiency and Gap Delivery targets were not met except on the English II EOC.
- Average ACT scores are below the state average as well as the percentage of students meeting benchmark.
- Two of the three Program Review areas (Arts and Humanities and Practical Living) were Proficient.
- The Delivery target for College and Career Ready of 57.4 was not met with a total of 39.0 points.

##### Classroom Observation Data

Classroom observation supports the need for implementation of monitoring and supporting the improvement of instructional practices of teachers to ensure student success. Classroom observations do not suggest that teachers systematically involve students in highly engaging learning activities.

- 29% of observational data indicates it is evident or very evident that students are provided differentiated learning opportunities and activities that meet needs.
- Less than 40% of observational data indicates "evident" or "very evident" ratings in the area of high expectations, i.e., students are tasked with activities and learning that is challenging, exemplars are provided, students are engaged in rigorous coursework, discussions and/or tasks, and students are asked/respond to questions that require higher order thinking
- Less than 35% of observational data indicates "evident" or "very evident" ratings in the area of progress monitoring and feedback, i.e., students are asked/quizzed about individual progress/learning, respond to teacher feedback to improve understanding, demonstrate or verbalize understanding of the lesson/content, understand how their work is assessed, and have opportunities to revise/improve work based on feedback.

##### Stakeholder Survey Data

Survey results indicate that staff is not in agreement with questions related to Indicator 3.4. Percentages below 70 are considered absence of agreement with the statement.

- 57.9% of staff members surveyed agree/strongly agree the school's purpose statement is based on shared values and beliefs that guide decision-making.

- 68.6% of staff members surveyed agree/strongly agree school leaders hold all staff members accountable for student learning.
- 57.9% of staff members surveyed agree/strongly agree school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
- 68.6% of staff members surveyed agree/strongly agree school leaders ensure all staff members use supervisory feedback to improve student learning.

### Stakeholder Interviews

- In interviews, teachers and administrators were consistently not able to define or explain the school's instructional process. Teachers are allowed to choose a format (lesson plan, unit plan, or pacing guide) to show planning, but there is not an expectation of non-negotiables included in the planning process.
- There is a lack of evidence showing vertical and horizontal planning. Time is not dedicated for professional learning among and within content areas to examine student work/assessments and to improve instructional strategies.
- Most evaluation is formal with a lack of structure and feedback for an informal process.
- Few teachers mentioned using formative assessments as a daily part of their instruction and there was a lack of evidence that formative assessments drive instruction.
- Students were able to give examples of formative assessments, but were not able to communicate the purpose or how that data drives instruction. There was no indication that summative assessments were used as benchmarks or evidence of mastery of the standards.

### Review of documents and artifacts

- Supervision and evaluation procedures were not provided as evidence.
- Curriculum maps are not a consistent or mandatory process therefore documentation is lacking. E-mail documentation suggests it is an expectation, but evidence of follow-up or monitoring is not available.
- Planning documents may be in the form of daily lesson plans, unit plans, or pacing guides with the expectation these will be housed in Infinite Campus, but evidence of monitoring and feedback is lacking.

## **IMPROVEMENT PRIORITY**

**Indicator: 3.5**

**Action statement:**

**Develop policies, practices and conditions that will enable the school to operate as a collaborative learning organization through structures that support improvement in instruction, student learning, and the conditions that support learning at all levels of the organization. Provide teachers with professional learning community (PLC) professional development to ensure that all appropriate stakeholders internalize PLC principles. Ensure that all system staff participate in professional learning communities that are highly effective and 1) meet formally and informally on a regular basis; 2) collaborate across grade levels, content areas and system divisions; and 3) use a process which includes a review of action**

**research and student work as well as other best practices known to yield information about student learning and the conditions that support learning. Foster a collaborative school culture by developing school-wide professional learning community (PLC) protocols/norms that ensure all collaborative communities operate according to the same procedures and expectations.**

### **Evidence and Rationale:**

#### Student Performance Data

While student performance data showed English II EOC scores have increased for the last three years, the number of students scoring proficient or distinguished in other areas fluctuates from year to year showing the need to have a formalized process for looking at data and instruction. For example:

- K-PREP writing scores have decreased for the last three years.
- Biology EOC scores decreased 5.0 points from the 2012-13 and 2013-14 academic years.
- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except English II EOC.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

#### Stakeholder Survey Data

- 58.3% of parents agree/strongly agree with the statement, “All of my child’s teacher’s work as a team to help my child learn.”
- 50.7% of students agree/strongly agree with the statement, “In my school, teachers work together to improve student learning.” Of the staff surveys, 48.6% agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- 56.3% of staff members agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- 59.4% of staff members agree/strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g. action research, examination of student work, reflection, study teams, and peer coaching).”

#### Stakeholder Interviews

- In interviews, teachers and administrators were consistently not able to define or explain the school’s professional learning community’s process for looking at data or for adjusting instruction based on data.
- Some teachers stated that they sometimes get together after school to discuss curriculum adjustments but there are no formal processes or expectations from administration for doing this.

#### Review of documents and artifacts

- No documents (PLC meeting agendas, minutes, data sheets, lesson plans) were submitted to suggest a formalized professional learning community process is in place.

## IMPROVEMENT PRIORITY

Indicator: 3.6

Action statement:

**Develop, implement and monitor a school-wide instructional process to ensure 1) students are clearly and consistently informed about learning expectations and 2) teachers implement the school instructional process with fidelity in every classroom every day. Include within this instructional system a set of non-negotiable expectations for classroom excellence (e.g., teaching and assessing for mastery for all students, processes to provide ongoing and impactful interventions) as well as a formal system to monitor and provide feedback to improve instructional processes for all teachers continuously. Provide professional development to support teachers in implementing these school-wide common instructional expectations.**

Evidence and Rationale:

### Student Performance Data

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except English II EOC.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

### Classroom Observation Data

- eleot™ classroom observation evidence indicates that students are tasked with activities and learning that is challenging but attainable in 29% of classrooms observed.
- eleot™ classroom observation evidence indicates that students are provided exemplars of high quality work in 14% of classrooms observed.
- eleot™ classroom observation evidence indicates that students are asked/quizzed about their individual progress/learning in 19% of classrooms observed.
- eleot™ classroom observation evidence indicates that students demonstrate/verbalize an understanding of the lesson/content in 24% of classrooms observed.

### Stakeholder Survey Data

- 66.7% of parents, 53.1% of staff and 54.8% of students agree/strongly agree that students are given multiple assessments to measure what was taught.
- 57.8% of students agree/strongly agree that teachers explain their expectations for learning and behavior so that they can be successful.
- 58.3% of students agree/strongly agree that teachers provide them information about their learning and their grades.
- 71.9% of staff agree/strongly agree that all teachers use a process to inform students of learning expectations and standards of performance.
- 59.4% of staff agree/strongly agree that all teachers provide specific and timely feedback about their learning.

### Stakeholder Interviews

- Stakeholder interviews reported that monitoring of classroom instruction by school or district instructional leadership is infrequent and in some cases, is limited to the state-required evaluation visits.
- Classroom grades are checked, and problem areas initiate a discussion with leadership, but a systematic process to deliver expectations for instruction and monitor the effectiveness of classroom instruction does not exist.
- Interviews indicate a lack of professional development related to instructional processes. Most professional development activities occur in the summer and are not connected with continuous improvement throughout the year nor are they measured for effectiveness or impact on instruction.

### Review of documents and artifacts

- Professional development activities are not always tied to Comprehensive School Improvement Plan needs, goals, strategies and activities.
- Walkthrough records (to record trends in teacher performance and plan for professional development) have not been kept at the school level for the past three years.

### **DISTRICT AND SCHOOL IMPROVEMENT PRIORITIES:**

The following Improvement Priorities were identified at the school level but the team determined that these would be best addressed collaboratively between school and district with the district leading the actions.

### **DISTRICT IMPROVEMENT PRIORITY**

#### **Indicator: 3.1**

#### **Action Statement:**

**Develop and monitor a culture, aligned with the district and schools' purpose, that ensures the curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare students for success at the next level. Ensure that learning activities are individualized for each student in a way that supports achievement of expectations.**

#### **Evidence and Rationale:**

#### District Student Performance Data

##### **Menifee County High School**

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except reading.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

### **Botts Elementary School**

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
- The school did not meet Proficiency Delivery targets in reading, math, science, or social studies in 2013-14, and is well below the state average for proficiency in all content areas except writing.
- The school did not meet Gap Delivery targets in reading, science, social studies, or writing in 2013-14. The target was met for math.
- Science proficiency has declined for two consecutive years from 80.6 to 60.5 (-20.1).
- The overall School Performance AMO Results have shown a two year negative direction. The 2011-2012 results declined from 54.2 to 53.5 in 2012-2013. 53.5 was then adjusted to 59.1, due to the addition of program review scores, which then declined to 57.8 in 2013-2014 state assessment results.

Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity.

Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

### **Menifee Elementary School**

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

- The school was below the state average in reading in grades 4, 5, 6, 7; math grades 3, 5, 6, 7, 8; science grade 7; social studies grade 8; and all writing and language mechanics tested grades.
- The school has not met Delivery targets in Combined Reading and Math for middle school, reading for elementary and middle school, math for middle school, science for elementary and middle school, social studies for elementary and middle school, or writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

### Classroom Observation Data

- The eleot™ measure A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident in 19% of observed classrooms.
- The eleot™ measure B.2, “Is tasked with activities and learning that are challenging but attainable, “was evident/very evident in 37% of observed classrooms.
- The eleot™ measure B4, “Is engaged in rigorous coursework, discussions and/or tasks,” was evident/very evident in 34% of observed classrooms.

### Stakeholder Survey Data

- 54.2% (MCHS), 83.8% (BES) and 61.7% (MES) of parents agree/strongly agree that “All my child’s teachers meet his/her learning needs by individualizing instruction.”
- 45.2% (MCHS) and 42.2% (MES middle school) of students agree/strongly agree that “All my teachers change their teaching to meet my learning needs;” 91.1% (BES) of students agree/strongly agree that “My teachers help me learn things I will need for the future.”

- 56.2% (MCHS), 80.0% (BES) and 64.8% (MES) of staff agree/strongly agree that “In our school challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills.”

## DISTRICT IMPROVEMENT PRIORITY

### Indicator: 3.10

#### Action Statement:

**Adopt and communicate to all stakeholders common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. Monitor to ensure that these policies, processes and procedures are implemented without fail across all grade levels and all courses, and formally and regularly evaluate them.**

#### Evidence and Rationale:

##### Student Performance Data

###### **Menifee County High School**

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except reading.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

###### **Botts Elementary School**

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
- The school did not meet Proficiency Delivery targets in reading, math, science, or social studies in 2013-14, and is well below the state average for proficiency in all content areas except writing.
- The school did not meet Gap Delivery targets in reading, science, social studies, or writing in 2013-14. The target was met for math.
- Science proficiency has declined for two consecutive years from 80.6 to 60.5 (-20.1).
- The overall School Performance AMO Results have shown a two-year negative direction. The 2011-12 results declined from 54.2 to 53.5 in 2012-13. 53.5 was then adjusted to 59.1, due to the addition of program review scores, which then declined to 57.8 in 2013-14 state assessment results.

Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity. Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

## **Menifee Elementary School**

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

- The school was below state average in reading in grades 4, 5, 6, 7; math grades 3, 5, 6, 7, 8; science grade 7; social studies grade 8; and in all writing and language mechanics tested grades.
- The school has not met Delivery targets in combined reading and math for middle school, reading for elementary and middle school; math for middle school, science for elementary and middle school, social studies for elementary and middle school; or writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

### Classroom Observation Data

- The eleot™ measure E.1, “Is asked and/or quizzed about individual progress/learning” was very evident/evident in 32% of observed classrooms.
- The eleot™ measure E.2, “Responds to teacher feedback to improve understanding” was very evident/evident in 38% of observed classrooms.
- The eleot™ measure E.3, “Demonstrates or verbalizes understanding of the lesson/content,” was very evident/evident in 43% of observed classrooms.
- The eleot™ measure E.4, “Understands how his/her work is assessed” was very evident/evident in 27% of observed classrooms.
- The eleot™ measure E.5, “Has opportunities to revise/improve work based on feedback” was very evident/evident in 37% of observed classrooms.

### Stakeholder Survey Data

- 59.4% (MCHS), 86.7% (BES) and 68.5% (MES) staff agree/strongly agree that “All teachers in our school provide students with specific and timely feedback about their learning.”

## **DISTRICT IMPROVEMENT PRIORITY**

### **Indicator: 3.11**

#### **Action Statement:**

**Develop a formalized system for collaboratively identifying staff professional learning needs and evaluating the effectiveness of professional development offerings throughout the district and in the schools.**

**Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools’ purpose and direction. This professional development should be based on a needs assessment of the district and school, build capacity among all professional and support staff, and be evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.**

## Student Performance Data

### **Menifee County High School**

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except reading.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

### **Botts Elementary School**

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
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- The school did not meet Gap Delivery targets in reading, science, social studies, or writing in 2013-14. The target was met for math.
- Science proficiency has declined for two consecutive years from 80.6 to 60.5 (-20.1).
- The overall School Performance AMO Results have shown a two year negative direction. The 2011-2012 results declined from 54.2 to 53.5 in 2012-2013. 53.5 was then adjusted to 59.1, due to the addition of program review scores, which then declined to 57.8 in 2013-2014 state assessment results.

Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity.

Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

### **Menifee Elementary School**

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

- The school was below state average in reading grades 4, 5, 6, 7; math grades 3, 5, 6, 7, 8; science grade 7; social studies grade 8; and in all writing and language mechanics tested grades.
- The school has not met Delivery targets in combined reading and math for middle school; reading for elementary and middle school; math for middle school, science for elementary and middle school, social studies for elementary and middle school; or writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

## Classroom Observation Data

- The eleot™ measure A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” was very evident/evident in 19% of observed classrooms.
- The eleot™ measure B.2, “Is tasked with activities and learning that are challenging but attainable,” was very evident/evident in 37% of observed classrooms.
- The eleot™ measure B4, “Is engaged in rigorous coursework, discussions and/or tasks,” was very evident/evident in 34% of observed classrooms.

### Stakeholder Survey Data

- 46.9% (MCHS), 46.7% (BES) and 53.7% (MES) staff agree/strongly agree that “In our school, a professional learning program is designed to build capacity among all professional and support staff.”

### **Attachments:**

- 1) eleot™ Worksheet