



# Internal School Review Report

**Name of Institution**

**Reviewed:** Menifee Elementary School

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

**Team Member:** Jeanne Crowe

**Team Member:** Julia Rawlings

**Team Member:** Elizabeth Wright

**School Principal:** Adam Adkins

## 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>2.00</b>	Team Rating for Standard 3  <b>1.17</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>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input 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>	2	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 checked="" 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-reflection, and development of critical thinking skills. Teachers seldom or never personalize</p>	2	1

	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
3.4	<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>	2	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.5	<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 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</p>	2	1

	<p>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>  2	<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
<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</p>		

	<p>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	School Rating  2	Team Rating  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 checked="" type="checkbox"/> Improvement Priority	School Rating  2	Team Rating  1
<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 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</p>		

	<p>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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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.10	<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>	2	1

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

	<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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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	<b>School Rating</b>  2	<b>Team Rating</b>  1
<b>3.12</b>	<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>		

## 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>						
Elementary School	60.8	61.8	66.7	Yes	Yes	N/A
Middle School	58.5	59.5	62.8	Yes	Yes	N/A
<b>2012-2013</b>						
Elementary School	49.3	50.3	52.8	Yes	Yes	N/A
Middle School	53.4	54.4	49.8	No	Yes	N/A

### 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 (es/ms) (11-12)	%P/D State (11-12) (es/ms)	%P/D School (12-13) (es/ms)	%P/D State (12-13) (es/ms)	%P/D School (13-14) (es/ms)	%P/D State (13-14) (es/ms)
<b>Reading</b>	37.2/48.7	48.0/46.8	30.5/45.2	47.8/51.1	54.5/52.5	54.7/53.2
3 <sup>rd</sup> grade	40.0	49.4	25.8	47.6	51.2	54.1
4 <sup>th</sup> grade	34.2	47.1	40.4	48.8	53.6	54.0
5 <sup>th</sup> grade	37.0	47.5	22.5	47.1	57.7	55.9
6 <sup>th</sup> grade	51.7	46.0	40.0	46.3	45.5	52.8
7 <sup>th</sup> grade	40.0	47.8	51.2	54.7	53.8	54.4
8 <sup>th</sup> grade	54.1	46.7	44.3	52.4	58.0	52.2
<b>Math</b>	22.6/19.1	40.4/40.6	34.7/17.0	43.9/40.7	43.0/26.3	49.2/44.8
3 <sup>rd</sup> grade	22.2	42.8	35.5	43.5	36.6	45.8
4 <sup>th</sup> grade	26.3	39.6	40.4	43.9	60.7	49.0
5 <sup>th</sup> grade	20.4	38.9	27.5	44.3	38.5	52.7
6 <sup>th</sup> grade	17.2	41.6	21.3	38.5	23.4	47.3
7 <sup>th</sup> grade	5.3	38.6	18.3	38.6	25.6	42.1
8 <sup>th</sup> grade	35.1	41.6	11.4	45.1	29.6	45.2
<b>Science</b>	57.9/54.7	68.8/61.8	61.7/53.7	68.5/61.2	75.0/50.0	71.3/64.2
4 <sup>th</sup> grade	57.9	68.8	61.7	68.5	75.0	71.3
7 <sup>th</sup> grade	54.7	61.8	53.7	61.2	50.0	64.2
<b>Social Studies</b>	46.3/64.9	59.8/58.6	30.0/50.6	59.3/59.2	53.8/61.7	58.2/59.4
5 <sup>th</sup> grade	46.3	59.8	30.0	59.3	53.8	58.2
8 <sup>th</sup> grade	64.9	58.6	50.6	59.2	61.7	59.4
<b>Writing</b>	13.0/44.1	31.7/41.4	22.5/45.9	35.7/43.4	30.8/43.7	38.7/43.7
5 <sup>th</sup> grade	13.0	31.7	22.5	35.7	30.8	38.7
6 <sup>th</sup> grade	42.5	39.2	51.3	48.0	58.4	52.3
8 <sup>th</sup> grade	45.9	43.5	40.5	38.6	29.6	35.2

<b>Language Mech.</b>	28.9/25.3	49.1/38.4	46.8/42.5	53.7/43.8	46.4/29.9	51.8/40.3
4 <sup>th</sup> grade	28.9	49.1	46.8	53.7	46.4	51.8
6 <sup>th</sup> grade	25.3	38.4	42.5	43.8	29.9	40.3

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State								
	English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
2014	65.2	64.6	18.5	34.6	44.6	44.1	15.2	15.2
2013	59.2	66.0	13.2	33.9	35.5	41.6	9.2	19.2
2012	61.8	60.6	28.9	30.5	50.0	42.2	9.2	14.2

### 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)
<b>Combined Reading &amp; Math</b>						
Elementary School	45.8	45.9	Yes	40.4	41.9	Yes
Middle School	47.8	40.9	No	46.0	35.3	No
<b>Reading</b>						
Elementary School	52.6	53.7	Yes	47.8	45.7	No
Middle School	59.7	54.6	No	57.3	49.4	No
<b>Math</b>						
Elementary School	39.0	43.0	Yes	33.0	38.0	Yes
Middle School	35.9	27.1	No	34.7	21.2	No
<b>Science</b>						
Elementary School	68.9	69.0	Yes	64.5	64.0	No
Middle School	63.9	52.6	No	59.2	41.4	No
<b>Social Studies</b>						
Elementary School	58.5	54.9	No	50.2	47.5	No
Middle School	73.0	63.0	No	69.1	55.2	No
<b>Writing</b>						
Elementary School	30.8	31.4	Yes	26.5	27.5	Yes
Middle School	55.6	42.5	No	49.9	40.2	No

<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>						
Elementary School	2.19	2.00	1.33	1.90	7.4	Needs Improvement
Middle School	2.18	2.00	1.33	1.90	7.4	Needs Improvement
<b>Practical Living</b>						
Elementary School	2.21	2.00	1.78	1.67	7.7	Needs Improvement
Middle School	2.21	2.00	1.78	1.67	7.7	Needs Improvement
<b>Writing</b>						
Elementary School	1.94	2.13	1.44	1.14	6.7	Needs Improvement
Middle School	1.94	2.13	1.44	1.14	6.7	Needs Improvement
<b>K-3</b>						
Elementary School	2.15	1.5	1.5	1.00	6.2	Needs Improvement

### **Summary of School and Student Performance**

Student performance data reveals that Menifee Elementary and Middle School exceeded the AMO goal for 2013-2014 school year. The elementary school exceeded their goal for 2012-2013, however the middle school fell short by 4.6 points.

The percentage of students scoring at the proficient/distinguished level on the K-PREP exam has increased from the 2012-13 to 2013-14 school year in all content areas with the exception of eighth grade writing, seventh grade science, and language mechanics. The percentage of fifth grade students scoring Proficient/Distinguished in math and reading exceeded the state average. Reading in fifth and eighth grades exceeded the state average for percentage of students attaining Proficient/Distinguished. Math and science at the fourth grade level and eighth grade science also exceeded the state average for Proficient/Distinguished. The percentage of eighth grade students scoring Proficient/Distinguished in social studies in 2013-14 exceeded the state average. On Demand Writing in fifth and eighth grade also fell below the state average of Proficient/Distinguished, with eighth grade seeing a decrease of 10.9 percentage points of students scoring Proficient/Distinguished from the previous year.

The percentage of students meeting the EXPLORE benchmarks increased in all content areas from the 2013 school year to the 2014 school year. While the percentage of students meeting benchmark in English, reading, and science exceeded or met the state average, the 2014 results indicate the percentage of students meeting the math benchmark is below the state average by 16.1 percentage points.

All Program Review areas are classified as Needs Improvement. The Administrative/Leadership and Support standard resulted in the lowest average of 1.43. In addition, scores in the Professional Development standard were of great concern with an average of 1.51. The highest scoring standard was Curriculum and Instruction in the area of Practical Living.

### Plus

- The Proficiency and Gap Delivery targets were met at the elementary level in the areas of math and writing.
- The Proficiency Delivery targets were met at the elementary level in the areas of reading, math, science and writing.
- On the Program Reviews, proficiency was demonstrated in Curriculum and Instruction in all program areas except writing.
- On the Program Reviews, proficiency was demonstrated in Formative and Summative Assessment in all areas except K-3.

### Delta

- The middle school's AMO overall score in 2012-2013 was 3.6 points less than the prior year's AMO overall score.
- The percentage of students meeting the EXPLORE benchmark in all areas saw a decline or remained the same from 2012 to 2013.
- The Proficiency Delivery target was not met at the elementary level in the area of social studies.
- The Gap Delivery targets were not met at the elementary level in the area of reading, science and social studies.
- None of the Proficiency and Gap Delivery targets were met at the middle school.
- The Program Review area of writing shows Needs Improvement in all standards except Formative and Summative Assessment.
- On the Program Reviews, the standards of Professional Development and Administrative/Leadership Support scored below 2.0 in all program areas.

### **Stakeholder Survey Results**

Indicator	Parent Survey		Student Survey				Staff Survey	
	Question	%agree/strongly agree	Question		%agree/strongly agree		Question	%agree/strongly agree
			Ms (234)	el (129)	ms	el		
3.1	10	72.5	10	6	61.8	91.2	26	64.8
3.1	11	76.7	11	7	60.9	90.4	51	75.5
3.1	13	61.7	17		42.2			
3.1	34	73.1	32		64.7			
3.2	21	74.2	17		42.2		16	66.7
3.2							22	64.8
3.3	12	70.8	10	7	61.8	90.4	17	64.8
3.3	13	61.7	16	8	64.0	75.4	18	70.4

3.3	22	81.7	17	16	42.2	92.4	19	74.1
			26		58.9			
3.4							3	66.7
3.4							11	86.9
3.4							12	82.0
3.4							13	59.0
3.5	14	63.3	5		61.4		8	65.6
3.5							24	61.1
3.5							25	59.3
3.6	19	85.0	9	9	61.8	93.0	20	70.4
3.6	21	74.2	18	19	66.2	84.3	21	68.5
3.6			20		58.2		22	64.8
3.7	14	63.3	5		61.4		8	65.6
3.7							30	48.2
3.7							31	48.2
3.8	9	69.7	13	10	60.5	51.8	15	63.9
3.8	15	73.3	21	12	52.9	77.2	34	61.1
3.8	16	65.8					35	57.4
3.8	17	80.8						
3.8	35	76.5						
3.9	20	82.5	14	11	55.1	91.2	28	72.2
3.9				13		95.6		
3.10			22	12	62.2	77.2	9	91.8
3.10							21	68.5
3.10							23	55.6
3.11							32	68.5
3.11							33	53.7
3.12	13	61.7	1		71.9		27	66.7
3.12	23	70.8	17		42.2		29	70.4

## **Stakeholder Survey Summary**

Stakeholder feedback for Standard 3 reflects that staff agree/strongly agree that the school's leaders expect staff members to hold all students to high academic standards. Staff members are regularly evaluated on criteria designed to improve teaching and learning. Parent survey results reflect that their children know the expectation for learning in all classes and that all teachers report progress for their children in easy to understand language.

Multiple indicators in the stakeholder feedback reflect mixed results and clearly signal a leverage point for improvement. Parents (72.5%, Question 10), middle school students (61.8%, Question 10) and staff (64.8%, Question 26) agree/strongly agree that a challenging, equitable curriculum and learning experiences are offered. Somewhat lower rates of agreement among parents (61.7%, Question 13), middle school students (64.0%, Question 16), and staff (70.4%, Question 18) reflect the need for varied teaching methods, learning activities, and individualized instruction that require student collaboration, self-reflection, and development of critical thinking skills. 55.6% of staff agree/strongly agree that all teachers use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Although 82.5% of parents (Question 20) and 91.2% of elementary students (Question 11) in the stakeholder feedback surveys did indicate that there is at least one advocate in the school, the results were lower for middle school students (55.1%, Question 14) and staff (72.2%, Question 28).

Staff members could not confirm the existence of widespread and consistent application for professional learning. Stakeholder survey results revealed that 68.5% of staff agree/strongly agree that all staff participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction, and that 68.5% of staff agree/strongly agree that professional development is based on an assessment of needs of the school and the individual.

### **Plus**

- 91.8% of staff agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
- 86.9% of staff agree/strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning."
- 85.0% of parents agree/strongly agree with the statement, "My child knows the expectations for learning in all classes."
- 91.2% of Grades 3-5 students agree with the statement, "My teachers help me learn things I will need in the future."

### **Delta**

- 59.0% of staff agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
- 48.2% of staff agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."
- 53.7% of staff agree/strongly agree with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."

- 61.7% of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualized instruction.”
- 63.3% of parents agree/strongly agree with the statement, “All of my child’s teachers work as a team to help my child learn.”
- 60.5% of Grades 6-8 students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.” 51.8% of Grades 3-5 students agree with the statement, “My teachers ask my family to come to school activities.” 69.7% of parents agree/strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.” 63.9% of staff agree/strongly agree with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.”
- 42.2% of Grades 6-8 students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

### **Effective Learning Environments Observation Tool (eleot™) Results**

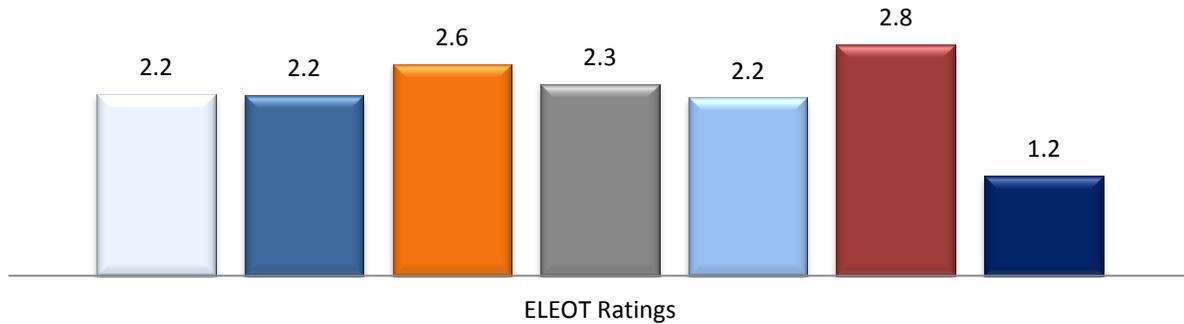
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment 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 34 classrooms.

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

## Overall ELEOT Rating

- Legend:
- A. Equitable Learning
  - B. High Expectations
  - C. Supportive Learning
  - D. Active Learning
  - E. Progress Monitoring
  - F. Well-Managed Learning
  - G. Digital Learning



### Summary of eleot™ Data

#### Equitable Learning Environment

##### Plus

- The indicator, “Has equal access to classroom discussions, activities, resources, technology, and support,” was evident/very evident during 68% of observations and was partially observed during 32% of observations.
- The indicator, “Knows that rules and consequences are fair, clear, and consistently applied,” was evident/very evident during 83% of observations and was partially observed during 18% of observations.

##### Delta

- The indicator, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident during 18% of observations and was partially observed during 15% of observations.
- The indicator, “Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” was evident/very evident during 9% of observations and was partially observed during 26% of observations.

#### High Expectations Environment

##### Plus

- The indicator, “Knows and strives to meet the high expectations established by the teacher,” was evident/very evident during 71% of observations and was partially observed during 29% of observations.

### **Delta**

- The indicator, “Is tasked with activities and learning that are challenging but attainable,” was evident/very evident during 41% of observations and was partially observed during 50% of observations.
- The indicator, “Is provided exemplars of high quality work,” was evident/very evident during 9% of observations and was partially observed during 18% of observations.
- The indicator, “Is engaged in rigorous coursework, discussions, and/or tasks,” was evident/very evident during 35% of observations and was partially observed during 53% of observations.
- The indicator, “Is asked and responds to questions that require higher order thinking (e.g. applying, evaluating, synthesizing),” was evident/very evident during 21% of observations and was partially observed during 56% of observations.

### **Supportive Learning Environment**

#### **Plus**

- The indicator, “Demonstrates or expresses that learning experiences are positive,” was evident/very evident during 83% of observations and was partially observed during 12% of observations.
- The indicator, “Demonstrates positive attitude about the classroom and learning,” was evident/very evident during 86% of observations and was partially observed during 9% of observations.
- The indicator, “Takes risks in learning (without fear of negative feedback),” was evident/very evident during 68% of observations and was partially observed during 24% of observations.

#### **Delta**

- The indicator, “Is provided support and assistance to understand content and accomplish tasks,” was evident/very evident during 38% of observations and was partially observed during 41% of observations.
- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” was evident/very evident during 27% of observations and was partially observed during 35% of observations.

### **Active Learning Environment**

#### **Plus**

- The indicator, “Is actively engaged in the learning activities,” was evident/very evident during 50% of observations and was partially observed during 47% of observations.

#### **Delta**

- The indicator, “Has several opportunities to engage in discussions with teacher and other students,” was evident/very evident during 33% of observations and was partially observed during 44% of observations.
- The indicator, “Makes connections from content to real-life experiences,” was evident/very evident during 38% of observations and was partially observed during 29% of observations.

## **Progress Monitoring and Feedback Environment**

### **Plus**

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

### **Delta**

- The indicator, "Is asked and/or quizzed about individual progress/learning," was evident/very evident during 24% of observations and was partially observed during 59% of observations.
- The indicator, "Responds to teacher feedback to improve understanding," was evident/very evident during 32% of observations and was partially observed during 50% of observations.
- The indicator, "Demonstrates or verbalizes understanding of the lesson/content," was evident/very evident during 44% of observations and was partially observed during 47% of observations.
- The indicator, "Understands how her/his work is assessed," was evident/very evident during 27% of observations and was partially observed during 41% of observations.
- The indicator, "Has opportunities to revise/improve work based on feedback," was evident/very evident during 29% of observations and was partially observed during 47% of observations.

## **Well Managed Learning Environment**

### **Plus**

- The indicator, "Speaks and interacts respectfully with teacher(s) and peers," was evident/very evident during 85% of observations and was partially observed during 15% of observations.
- The indicator, "Follows classroom rules and works well with others," was evident/very evident during 88% of observations and was partially observed during 12% of observations.
- The indicator, "Transitions smoothly and efficiently to activities," was evident/very evident during 59% of observations and was partially observed during 29% of observations.
- The indicator, "Knows classroom routines, behavioral expectations, and consequences" was evident/very evident during 85% of observations and was partially observed during 15% of observations.

### **Delta**

- The indicator, "Collaborates with other students during student-centered activities," was evident/very evident during 21% of observations and was partially observed during 9% of observations.

## **Digital Learning Environment**

### **Plus**

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

## Delta

- The indicator, “Uses digital tools/technology to gather, evaluate, and/or use information for learning,” was evident/very evident during 15% of observations and was partially observed during 12% of observations.
- The indicator, “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” was evident/very evident during 3% of observations and was partially observed during 3% of observations.
- The indicator, “Uses digital tools/technology to communicate and work collaboratively for learning” was evident/very evident during 0% of observations and was partially observed during 6% of observations.

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

### **IMPROVEMENT PRIORITY**

**Indicator: 3.3/3.12**

#### **Action Statement:**

**Implement a process for using data to identify and meet the unique learning needs of all (through the use of varied 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) and to provide individualized learning support services to all students.**

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

##### Student Performance Data

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; writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

##### Classroom Observation Data

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

- The indicator, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident during 18% of observations and was partially observed during 15% of observations.

- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” was evident/very evident during 27% of observations and was partially observed during 35% of observations.
- The indicator, “Is asked and/or quizzed about individual progress/learning,” was evident/very evident during 24% of observations and was partially observed during 59% of observations.

### Stakeholder Survey Data

The stakeholder summary data revealed the following:

- 64.8% of staff agree/strongly agree with the statement “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
- 70.4% of staff agree/strongly agree with the statement “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”
- 61.7% of parents agree/strongly agree with the statement “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
- 64.0% of middle school students agree/strongly agree with the statement “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
- 42.2% of middle school students agree/strongly agree with the statement “All of my teachers change their teaching to meet my learning needs.”
- 66.7% of staff agree/strongly agree with the statement “In our school, related learning support services are provided for all students based on their needs.”

These survey results suggest mixed perceptions and/or agreement among stakeholder groups.

### Stakeholder Interviews

Interviews with stakeholders (administrators, faculty, staff, students, parents, community members) revealed:

- Not all teachers differentiate their instruction or change their teaching to meet the needs of students.
- Not all teachers are provided feedback to help improve their instruction.
- Not all students’ needs are being met by their teacher(s).

### Documents and artifacts

- Review of lesson plans, samples of student work as well as school policies did not reveal the existence of defined written expectations, monitoring or support for the implementation of a school “instructional process” intended to clearly define instructional strategies that ensure student achievement of learning expectations.

## IMPROVEMENT PRIORITY

### Indicator: 3.4

#### Action Statement:

**Implement a formal process for monitoring and supporting the instructional practices of teachers to ensure student success.**

#### Evidence and Rationale:

##### Student Performance Data

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 schools 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; writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

##### Classroom Observation Data

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

- The indicator, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident during 18% of observations and was partially observed during 15% of observations.
- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” was evident/very evident during 27% of observations and was partially observed during 35% of observations.
- The indicator, “Is asked and/or quizzed about individual progress/learning,” was evident/very evident during 24% of observations and was partially observed during 59% of observations.
- The indicator, “Understands how her/his work is assessed,” was evident/very evident during 27% of observations and was partially observed during 41% of observations.

##### Stakeholder Survey Data

The stakeholder summary data revealed the following:

- 66.7% of staff agree/strongly agree with the statement, “Our school’s purpose statement is based on shared values and beliefs that guide decision-making.”
- 59.0% of staff agree/strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”

### Stakeholder Interviews

Interviews with stakeholders (administrators, faculty, staff, students, parents, community members) revealed:

- Not all teachers differentiate their instruction or change their teaching to meet the needs of students.
- Not all teachers are provided feedback to help improve their instruction.
- Not all students' needs are being met by their teacher(s).

### Documents and artifacts

- Review of pacing documents, professional development offerings, professional learning community meeting agendas and minutes, lesson plans, samples of student work as well as school policies did not reveal the existence of defined written expectations, monitoring or support for the implementation of a school "instructional process" intended to clearly define instructional strategies that ensure student achievement of learning expectations.

## **IMPROVEMENT PRIORITY**

**Indicator: 3.5/3.6**

**Action Statement:**

**Design and implement a school instructional process that consistently and clearly informs students of learning expectations, uses exemplars to guide and inform students, includes multiple measures (e.g., formative, summative, other relevant assessments) to guide modification of instruction and possible interventions, and provides students with specific and timely feedback. This process should include professional learning communities where staff members participate in the analysis of student learning and achievement, sharing of high yield strategies, reflection, and peer coaching.**

**Evidence and Rationale:**

### Student Performance Data

While student performance data showed growth overall for the 2013-14 school year in both elementary and middle school accountability data, there are gap areas and inconsistent growth which should be addressed:

- The percentage of eighth grade students scoring Proficient/Distinguished in writing and language mechanics decreased significantly from 2012-13 to 2013-14.
- The percentage of students scoring Proficient/Distinguished falls below the state average in a number of areas.
- The percentage of students meeting benchmark in all areas saw a decline or remained the same from 2012 to 2013.
- The percentage of students meeting benchmark in math in 2014 is well below the state average.
- The Proficiency and Gap Delivery targets were not met at the elementary level in the area of social studies.

- None of the Proficiency and Gap Delivery targets were met at the middle school.

#### Classroom Observation Data

- The Equitable Learning Environment received an overall rating of a 2.2 on a 4 point scale indicating more individualized and differentiated learning opportunities are needed to meet the unique learning needs of each student.
- The High Expectations Environment received an overall rating of a 2.2 on a 4 point scale, suggesting increased levels of rigor and challenging curriculum along with exemplars and models will support increased proficiency at all levels.
- The eleot™ measure A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident in 18% of observed classrooms.
- The eleot™ measure F.4, “Collaborates with other students during student-centered activities,” was evident/very evident in 21% of observed classrooms

#### Stakeholder Survey Data

- 63.3% of parents agree/strongly agree with the statement, “All of my child’s teachers work as a team to help my child learn.”
- 61.4% of Grades 6-8 students agree/strongly agree with the statement, “In my school, teachers work together to improve student learning.”
- 58.2% of Grades 6-8 students agree/strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- 65.6% of staff agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- 68.5% of staff agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”
- 70.4% of staff agree/strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.”

#### Stakeholder Interviews

- Stakeholder interviews indicated that the schedule for professional learning communities would start immediately meeting after school on a weekly basis.
- Stakeholder interviews indicated that pacing guides had been developed in recent years. There is an absence of curriculum maps.
- Stakeholder interviews indicated that vertical and horizontal alignment of curriculum is not an expectation.
- Stakeholder interviews did not indicate a clearly defined process for Response to Intervention.
- Stakeholder interviews indicated various methods for identifying professional development offerings and requirements.

#### Documents and Artifacts

- Review of pacing documents, professional development offerings, professional learning community meeting agendas and minutes, lesson plans, samples of student work as well as school policies did not reveal the existence of defined written expectations, monitoring or support for the implementation of a school “instructional process”

intended to clearly define instructional strategies that ensure student achievement of learning expectations.

## **IMPROVEMENT PRIORITY**

**Indicator: 3.9**

**Action Statement:**

**Develop and implement a formal structure where school personnel ensure each student is connected to an adult advocate. This structure should include a system where advocates promote the students' needs regarding learning skills, thinking skills and life skills. Actively promote student feedback loops regarding the impact and needs of the advocacy process.**

### **Evidence and Rationale:**

#### Stakeholder Survey Data

- 82.5% of parents agree/strongly agree with the statement, "My child has at least one advocate in the school."
- 55.1% of middle school students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
- 91.2% of elementary students agree/strongly agree with the statement, "My teachers always help me when I need them."
- 72.2% of staff agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

#### Classroom Observation Data

- The indicator, "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," was evident/very evident during 27% of observations and was partially observed during 35% of observations.

#### Documents and Artifacts

- Review of professional development offerings, professional learning community meeting agendas and minutes, stakeholder surveys and interviews as well as school policies did not reveal the existence of defined written process for ensuring the presence of an advocate for each student.

## **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.
- 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 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