



Teaching & Learning Review

Name of Institution

Reviewed: Menifee County High School

Date: April 18 – 20, 2016

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Introduction

The KDE Teaching and Learning Review is designed to:

- provide feedback to schools regarding the progress on improving student performance over the last two to three 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

Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.50	Team Rating for Standard 3 1.58
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p><i>Level 4</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 3</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 2</i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i>Level 1</i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 1
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. 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>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each</p>		

	<p>student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly</p>	2	1

	engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.6	Teachers implement the school’s instructional process in support of student learning.		

	<p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 1
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.8	<p>The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children’s education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children’s learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children’s education are designed and implemented. School personnel regularly inform families of their children’s learning progress.</p> <p>Level 2 Programs that engage families in their children’s education are available. School personnel provide information about children’s learning.</p> <p>Level 1 Few or no programs that engage families in their children’s education are available. School personnel provide little relevant information about children’s learning.</p>		

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

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

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on the needs of the</p>		

	<p>school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.12		3	1
<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>			

Teaching and Learning Impact

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

Summary of School and Student Performance Data

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	65.2	66.2	64.5	No	Yes	Yes
2013-2014	63.5	64.5	65.3	Yes	Yes	Yes

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	40.3	55.8	48.8	55.4	35.3	56.8
Algebra II	13.0	36.0	31.3	37.9	22.2	38.2
Biology	34.6	36.3	29.6	39.8	19.8	39.7
U.S. History	29.8	51.3	42.5	58.0	42.9	56.9
Writing	30.2	48.2	27.7	43.3	35.3	50.0
Language Mech.	39.2	51.4	46.3	49.9	27.8	51.6

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	59.5	67.8	60.8	66.2	41.8	62.3
Math	21.5	25.8	17.7	25.6	5.1	27.9
Reading	34.2	43.2	45.6	48.0	26.6	43.7
Science	17.7	21.2	11.4	19.5	8.9	21.9

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	29.8	53.1	40.8	55.9	46.1	55.3
Math	19.3	39.6	33.8	43.5	22.4	38.1
Reading	24.6	44.2	38.0	47.1	44.7	47.4

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	40.6	29.4	No	38.9	27.0	No
Reading	48.5	35.1	No	47.7	31.5	No
Math	32.6	23.7	No	30.0	22.4	No
Science	35.0	18.2	No	35.7	13.0	No
Social Studies	44.8	47.6	Yes	41.0	40.0	No
Writing	37.9	36.3	No	35.2	27.6	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	64.5	50.0	66.9	No
Graduation Rate (for 4-year adjusted cohort)	92.3	96.4	88.0	Yes
Graduation Rate (for 5-year adjusted cohort)	92.8	92.6	89.0	No

Program Reviews 2014-2015

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.24	2.00	1.78	2.00	8.0	Proficient
Practical Living	1.97	1.00	1.67	2.17	6.8	Needs Improvement
Writing	1.89	1.50	2.00	1.86	7.3	Needs Improvement
World Language and Global Competency*	1.79	1.90	1.56	1.62	6.9	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Summary of School and Student Performance Data

Plus

- Participation and graduation rate goals were met for the 2013-14 and the 2014-15 school years.
- The percentage of students scoring Proficient/Distinguished in U.S. History increased each year since the 2012-13 school year.
- The percentage of students scoring Proficient/Distinguished in writing increased from the 2013-14 to the 2014-15 school year.
- On the PLAN, the percentage of students meeting benchmark increased from the 2012-13 to the 2013-14 school year in the areas of English and reading.
- On the ACT, the percentage of students meeting benchmark increased in both English and reading for the last two school years.
- Social studies met its Proficiency Delivery target.
- The school met its 4-year adjusted cohort graduation rate and was higher than the state average.
- The 5-year adjusted cohort graduation rate was higher than the state average
- Arts and Humanities was classified as Proficient in the Program Reviews.

Delta

- The Annual Measurable Objective (AMO) was not met for the 2014-15 school year.
- The percentage of students scoring Proficient/Distinguished was below the state in all content areas on the K-PREP assessment for the last three years.
- The percentage of students scoring Proficient/Distinguished in Biology has decreased for the last two school years and is the lowest achieving for all content areas.
- The percentage of students scoring Proficient/Distinguished decreased from the 2013-14 to the 2014-15 school year in the areas of English II, Algebra II, and language mechanics.
- On the PLAN, the percentage of students meeting benchmark was below the state average in all content areas for the last three years.
- On the PLAN, the percentage of students meeting benchmark decreased in all content areas in the 2014- 15 school year.
- On the PLAN, the percentage of students meeting benchmark decreased in math and science for the past two school years.
- On the ACT, the percentage of students meeting benchmark in math decreased in the 2014-15 school year.
- No content area except social studies met its Proficiency Delivery target.
- No content area met its Gap Delivery target.
- The school did not meet its College and Career Readiness (CCR) Delivery target.
- The school did not meet its 5-year adjusted cohort Graduation Rate Delivery target.
- Practical Living, Writing and World Language and Global Competency were classified as Needs Improvement in the Program Review.
- The Formative and Summative Assessment area in the Practical Living Program Review scored a 1.00, which was the lowest in all areas of the Program Review.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey		
	Question	%agree/strongly agree	Question		%agree/strongly agree	Question	%agree/strongly agree
			Hs/ms				
3.1	10	60.3	10		45.8	26	72.0
3.1	11	65.8	11		31.7	51	88.0
3.1	13	54.8	17		30.8		
3.1	34	65.3	32		40.0		
3.2	21	71.2	17		30.8	16	76.0
3.2						22	72.0
3.3	12	64.4	10		45.8	17	64.0
3.3	13	54.8	16		41.4	18	80.0
3.3	22	76.7	17		30.8	19	76.0
			26		39.4		
3.4						3	65.4
3.4						11	92.3
3.4						12	84.6
3.4						13	76.9
3.5	14	58.9	5		45.2	8	80.8
3.5						24	92.0
3.5						25	64.0
3.6	19	71.2	9		48.9	20	72.0
3.6	21	71.2	18		46.7	21	64.0
3.6			20		50.2	22	72.0
3.7	14	58.9	5		45.2	8	80.8
3.7						30	68.0
3.7						31	76.0
3.8	9	53.3	13		37.5	15	69.23
3.8	15	64.4	21		33.9	34	44.0
3.8	16	52.1				35	64.0
3.8	17	65.8					
3.8	35	56.9					
3.9	20	69.9	14		41.4	28	76.0

3.10			22		44.5	9	96.2
3.10						21	64.0
3.10						23	48.0
3.11						32	80.0
3.11						33	76.0
3.12	13	54.8	1		50.9	27	68.0
3.12	23	68.5	17		30.8	29	72.0

Summary of Stakeholder Feedback

Plus

- Ninety-two percent of staff agree/strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
- Ninety-two percent of staff 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.”
- Ninety-six percent of staff agree/strongly agree with the statement, “Our school’s leaders expect all staff members to hold all students to high academic standards.”

Delta

- Fifty-three percent of parents agree/strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”
- Fifty-two percent of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- Forty-four percent of staff agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s progress.”
- Forty-eight percent of staff agree/strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
- Thirty-one percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

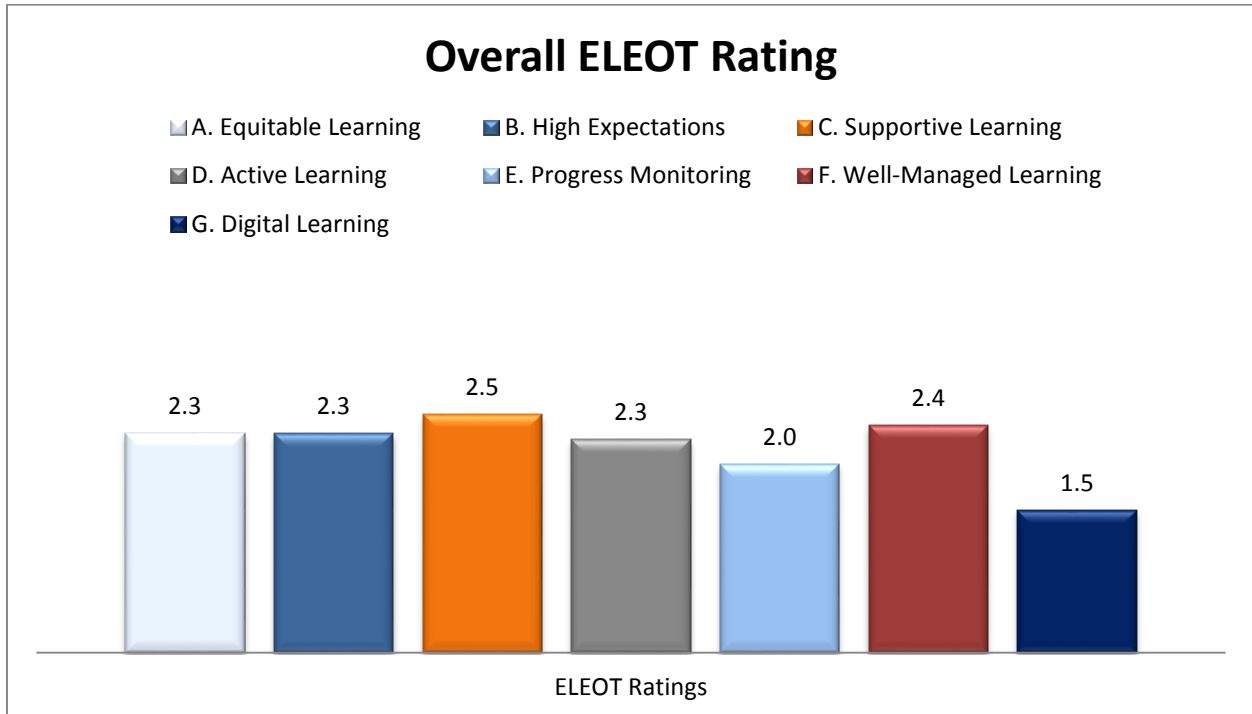
Effective Learning Environments Observation Tool (eleot™) Results

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 16 classrooms.

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



Summary of eleot™ Data

Equitable Learning Environment

Plus

- Classroom observations revealed that 87 percent of students were in classrooms in which it was very evident/evident that students “have equal access to classroom discussions, activities, resources, technology, and support.”
- Classroom observations revealed that 69 percent of students were in classrooms in which it was very evident/evident that students “know that rules and consequences are fair, clear, and consistently applied.”

Delta

- Classroom observations revealed that six percent of students were in classrooms in which it was very evident/evident that students “have ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences.”
- Classroom observations revealed that 50 percent of students were in classrooms in which it was very evident/evident that students “have differentiated learning opportunities and activities that meet her/his needs.”

High Expectations Environment

Plus

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

Delta

- Classroom observations revealed that 62 percent of students were in classrooms in which it was very evident/evident that students “know and strive to meet the high expectations established by the teacher.”
- Classroom observations revealed that 57 percent of students were in classrooms in which it was very evident/evident that students are “tasked with activities and learning that are challenging but attainable.”

Supportive Learning Environment

Plus

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

Delta

- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students are “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs.”
- Classroom observations revealed that 57 percent of students were in classrooms in which it was very evident/evident that students “are provided support and assistance to understand content and accomplish tasks.”
- Classroom observations revealed that 50 percent of students were in classrooms in which it was very evident/evident that students “demonstrate positive attitude about the classroom and learning” and “take risks in learning (without fear of negative feedback).”

Active Learning Environment

Plus

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

Delta

- Classroom observations revealed that 12 percent of students were in classrooms in which it was very evident/evident that students “make connections from content to real-life experiences.”
- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students “have several opportunities to engage in discussions with teacher and other students” and “are actively engaged in the learning activities.”

Progress Monitoring Environment

Plus

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

Delta

- Classroom observations revealed that six percent of students were in classrooms in which it was very evident/evident that students “understand how her/his work is assessed.”
- Classroom observations revealed that 31 percent of students were in classrooms in which it was very evident/evident that students “are asked and/or quizzed about individual progress/learning,” “respond to teacher feedback to improve understanding,” and “have opportunities to revise/improve work based on feedback.”
- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students “demonstrate or verbalize understanding of the lesson/content.”

Well-Managed Learning Environment

Plus

- Classroom observations revealed that 69 percent of students were in classrooms in which it was very evident/evident that students “speak and interact respectfully with teacher(s) and peers” and “follow classroom rules and work well with others.”

Delta

- Classroom observations revealed that 37 percent of students were in classrooms in which it was very evident/evident that students “collaborate with other students during student-centered activities.”
- Classroom observations revealed that 38 percent of students were in classrooms in which it was very evident/evident that students “transition smoothly and efficiently to activities.”
- Classroom observations revealed that 62 percent of students were in classrooms in which it was very evident/evident that students “know classroom routines, behavioral expectations and consequences.”

Digital Learning Environment

Plus

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

Delta

- Classroom observations revealed that 12 percent of students were in classrooms in which it was very evident/evident that students “use digital tools/technology to communicate and work collaboratively for learning.”
- Classroom observations revealed that 19 percent of students were in classrooms in which it was very evident/evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning.”
- Classroom observations revealed that 26 percent of students were in classrooms in which it was very evident/evident that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning.”

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.2

Action Statement:

- A) Develop, deploy and monitor with fidelity a clearly defined 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.
- B) Develop a well-defined 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) continue to refine the process for mastery opportunities 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) and provide specific, descriptive feedback to teachers to improve their instructional practices.
- C) Implement systems (beyond the TPGES system) 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 percentage of students scoring Proficient/Distinguished was below the state in all content areas on the K-PREP assessment for the last three years.
- The percentage of students scoring Proficient/Distinguished in Biology has decreased for the last two school years and is the lowest achieving for all content areas.
- The percentage of students scoring Proficient/Distinguished decreased from the 2013-14 to the 2014-15 school year in the areas of English II, Algebra II, and language mechanics.

Stakeholder Survey Data

While parents and staff show limited agreement regarding indicator 3.2, students had an absence of agreement regarding their teachers changing their teaching style to meet student learning needs.

- Seventy-one percent of parents agreed that their child was given multiple assessments to measure their understanding of what was taught.
- Thirty-one percent of students agreed that teachers change their teaching to meet student learning needs.
- Seventy-six percent of staff agreed that teachers in the school monitor and adjust the curriculum based on student performance data and examination of professional practice.

Stakeholder Interviews

Stakeholder interviews indicate that improvements in data use have occurred through the PLC (professional learning community). However, not all stakeholders indicated that adjustments to curriculum, instruction and assessments were made as a result of reviewing classroom level data. Some stakeholders also indicated that a plus/delta process was used to identify instructional strategies that “worked or didn’t work” for students and some modification of subsequent use of instructional

strategies occurred. While multiple assessments are being used in the classroom at varying levels, the degree to which they are actually being used to determine instructional effectiveness is not evident. Stakeholders indicated that the new grading system has provided opportunities for students to “retake” assessments where mastery levels were not met; however, there were mixed opinions regarding whether this was having a true impact on mastery learning.

Review of Documents and Artifacts

Currently, the school has implemented a PLC structure that includes a “Plan” section in which teachers would discuss curriculum pacing and lesson/unit plans; however, there was no evidence that these were discussed and actual adjustments to curriculum, instruction or assessment were made by teachers. Some PLC agendas were modified and the agenda that was used was typed in the right hand side and was not necessarily congruent to the PDSA processes on the left side of the document. During our review, there was minimal evidence to support that a well-defined system has been developed or implemented to address the five components listed in the improvement priority section B above.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.4

Action Statement:

Develop processes for monitoring instructional effectiveness that are well-documented and systematically implemented. Monitoring and support should focus on 1) alignment to the school’s values and beliefs about teaching and learning 2) engagement of all students in achieving learning expectations using multiple approaches to learning, and 3) the use of proven and research aligned instructional practices in conjunction with content specific standards. Ensure teachers receive and use regular feedback regarding instructional practices i.e., walkthroughs, formal and informal classroom observations with specific feedback and next steps for teachers, review of unit/lesson plans and common assessments that mirror state assessment formats. 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, i.e effective grading practices, content literacy, student engagement, higher order questioning and thinking, and using formative and summative data to drive and adjust instruction.

Evidence and Rationale:

Student Performance Data

Student performance data indicates a decline in accountability. The school was at the 41st percentile in 2013-14 and decreased to 38th percentile in 2014-15 (Needs Improvement/Focus School).

- The Annual Measurable Objective (AMO) was not met for the 2014-15 school year.
- The percentage of students scoring Proficient/Distinguished was below the state in all KPREP EOC (End-of-Course) content areas for the last three years.
- The percentage of students scoring Proficient/Distinguished on KPREP EOC in Biology has decreased for the last two school years and is the lowest achieving for all content areas.
- The percentage of students scoring Proficient/Distinguished decreased from the 2013-14 to the 2014-15 school year in the areas of English II, Algebra II, and KPREP on demand language mechanics.

- The percentage of students meeting ACT benchmark in English, math, and reading are below the state average.
- No content area except social studies met its Proficiency Delivery target.
- No content area met its Gap Delivery target.
- The school's College and Career Readiness (CCR) rate was 50.0 percent which did not meet the Delivery Target of 64.5.
- The school did not meet its 5-year adjusted cohort Graduation Rate Delivery target of 92.8.
- Three of the Program Review areas: Writing, Practical Living and Career Studies, and World Language and Global Competency are classified as Needs Improvement.

Classroom Observation Data

Classroom observation supports the need for school leaders to implement systems 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.

- Classroom observations revealed that 50 percent of students were in classrooms in which it was very evident/evident that students have "differentiated learning opportunities and activities that meet her/his needs."
- Classroom observations revealed that 57 percent of students were in classrooms in which it was very evident/evident that students are "tasked with activities and learning that are challenging but attainable."
- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students are "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs."
- Classroom observations revealed that 12 percent of students were in classrooms in which it was very evident/evident that students "make connections from content to real-life experiences."
- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students have "several opportunities to engage in discussions with teacher and other students" and are "actively engaged in the learning activities."
- Classroom observations revealed that six percent of students were in classrooms in which it was very evident/evident that students "understand how her/his work is assessed."
- Classroom observations revealed that 31 percent of students were in classrooms in which it was very evident/evident that students are "asked and/or quizzed about individual progress/learning," "respond to teacher feedback to improve understanding," and "have opportunities to revise/improve work based on feedback."
- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students "demonstrate or verbalize understanding of the lesson/content."

Stakeholder Survey Data

Survey results indicate that staff is in agreement with some 3.4 related questions and in limited agreement with other 3.4 related questions. Percentages below 70 percent are considered absence of agreement with the statement and 70-79 is limited agreement. Percentages 80 and above indicate agreement with 90 and above being strong agreement.

- Sixty-five percent of staff agrees that the school's purpose statement is based on shared values and beliefs that guide decision-making.

- Seventy-seven percent agrees school leaders ensure all staff members use supervisory feedback to improve student learning.

Although staff is in agreement with the following statements, review of assessment data, eleot™ classroom observation data, and stakeholder interviews indicate there is a discrepancy in understanding of accountability for student learning as well as the evaluation of teaching and learning.

- Ninety-two percent agree that school leaders hold all staff members accountable for student learning.
- Eighty-five percent agree that school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

Stakeholder Interviews

- In interviews, teachers and administrators did not define an instructional process outside of the planning and preparation conducted in PLCs. Teachers use a similar lesson plan format to show planning, but there is not an expectation of a classroom structure to ensure student engagement.
- Teachers suggest monitoring is through classroom observations. Feedback is written and revolves around PGES (Professional Growth and Effectiveness System) or classroom management. It was not apparent that teachers revised their work or teaching practices based on the feedback.
- Teachers' perceptions of the administrator's role in the instructional process is to lead and manage the PLC process.
- Interviews of teachers indicate there is discrepancy among individuals and departments of the use of content specific standards.
- Teachers and students mentioned formatives, but more in the form of quizzes or activities leading to the summative, not as a way to measure actual learning or as a tool to drive instruction.
- Students were able to give examples of formative assessments, but not able to communicate the purpose, how that data drives instruction, or the relation of formative to summative assessments.
- Parent interviews revealed most did not feel students, both theirs and others, were being challenged in the classroom environment. Student needs are not always met whether it be RTI (Response to Intervention) or extension for gifted abilities.

Review of Documents and Artifacts

- Supervision and evaluation procedures were provided as evidence, but lacked documentation of a specific timeline or rotation schedule that ensures consistency.
- Supervision and evaluation documents indicate feedback both in observation of the classroom and review of lesson plans was given, but does not include specific details or next steps to correct what was missing. Evidence does not support where lessons plans were corrected by the teacher based on administrator feedback.
- Planning documents are in the form of daily lesson plans, but evidence does not support backwards planning or use of long range planning documents to support all content specific standards will be met.

Based on stakeholder interviews and artifact reviews, there is evidence the school has developed a system whereby school leaders monitor instructional practices and provided district personnel also join the school's administrative team once per month to conduct eleot™ walkthroughs. Written feedback is shared with the teacher. There is no evidence as to what the teacher does with that feedback to inform or adjust planning and instruction.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.6

Action Statement:

Develop, implement and monitor a school-wide instructional process used by all teachers that 1) consistently uses high-yield instructional strategies, 2) clearly informs students of learning expectations, 3) uses exemplars to guide and inform students, 4) includes multiple measures, including formative assessments, to guide modifications of instruction and interventions, and 5) provides specific and timely feedback to students about their performance. Include a formal system to continuously monitor and provide feedback to improve instructional processes for all teachers. Provide professional learning to support teachers in implementing this instructional process.

Evidence and Rationale:

Student Performance Data

- The percentage of students scoring Proficient/Distinguished was below the state in all content areas on the K-PREP assessment for the last three years.
- The percentage of students scoring Proficient/Distinguished in Biology has decreased for the last two school years and is the lowest achieving for all content areas.
- The percentage of students scoring Proficient/Distinguished decreased from the 2013-14 to the 2014-15 school year in the areas of English II, Algebra II, and language mechanics.
- The percentage of students meeting benchmark on PLAN was below the state average in all content areas for the last three years.
- The percentage of students meeting benchmark on PLAN decreased in all content areas in the 2014-15 school year.
- The percentage of students meeting benchmark on PLAN decreased in math and science for the past two school years.
- The percentage of students meeting benchmark on the ACT in math decreased in the 2014-15 school year.
- No content area except social studies met its Proficiency Delivery target.
- No content area met its Gap Delivery target.

Classroom Observation Data

- Classroom observations revealed that 57 percent of students were in classrooms in which it was very evident/evident that students are “tasked with activities and learning that are challenging but attainable.”
- Classroom observations revealed that 19 percent of students were in classrooms in which it was very evident/evident that students are “provided exemplars of high quality work.”
- Classroom observations revealed that 31 percent of students were in classrooms in which it was very evident/evident that students are “asked and/or quizzed about individual progress/learning.”
- Classroom observations revealed that 44 percent of students were in classrooms in which it was very evident/evident that students “demonstrate or verbalize understanding of the lesson/content.”

Stakeholder Survey Data and Interviews

- Student survey data indicated that there was an absence of agreement with the statement, “My school gives me multiple assessments to check my understanding of what was taught” at a rate of 49 percent.
- Student survey data indicated that there was an absence of agreement with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful” with a rate of 47 percent.
- Student survey data indicated that there was an absence of agreement with the statement, “All of my teachers provide me with information about my learning and grades” at a rate of 50 percent.
- Staff survey data indicated there was an absence of agreement with the statement, “All teachers in our school provide students with specific and timely feedback about their learning,” at a rate of 64 percent.
- Staff survey data indicated there was limited agreement with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” at a rate of 72 percent.
- Parent survey data indicated there was limited agreement with the statement, “My child knows the expectations for learning in all classes,” at a rate of 71 percent.
- Parent survey data indicated there was limited agreement with the statement, “My child is given multiple assessments to measure his/her understanding of what is being taught,” at a rate of 71 percent.

While there was limited agreement between parents and staff survey data around this indicator, the students had absence of agreement on all survey questions regarding this indicator which suggests a possible disconnect between what teachers and students feel is happening in the classroom.

Documents and Artifacts

- During stakeholder interviews, teachers could not articulate their or the school’s instructional process. While teachers did indicate they had agreed to use another school’s curriculum maps, they could not describe how these were being used in their classrooms.
- There is limited evidence in the artifacts or through stakeholder interviews that teachers intentionally plan instruction focused on using high-yield instructional strategies. Additionally, there is limited evidence that teachers use student exemplars along with formative assessments for guiding and informing students about learning.

DISTRICT FINDINGS OF THE INTERNAL REVIEW TEAM

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.1

Action Statement:

Continue to develop a comprehensive curriculum, based on national and state standards, that promotes learning experiences in each course/class to 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. Create a monitoring system to ensure that learning activities are

individualized for each student in a way that supports achievement of expectations and are aligned to the curriculum.

Evidence and Rationale:

See school reports for evidence, rationale, and supporting data.

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.10

Action Statement:

Clearly communicate to all stakeholders common grading and reporting policies, processes, and procedures based on clearly defined criteria (adopted grading fixes at all grade spans) that represent each student's attainment of content knowledge and skills. Monitor (at both school and district levels) 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. Evaluation of implementation should result in review and revision, if warranted, of current practices.

Evidence and Rationale:

See school reports for evidence, rationale, and supporting data.

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.11

Action Statement:

Implement a formalized system for collaboratively identifying staff professional learning needs and evaluating the effectiveness of professional development offerings provided by the schools and district.

Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools' purpose and direction and addresses the needs of the school as well as the needs of the individual. Professional development opportunities 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.

Evidence and Rationale:

See school reports for evidence, rationale, and supporting data.

Attachments:

1. eleot™ Worksheet



2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2015 Internal Review for Menifee County High School.

Improvement Priority 1: (3.2) 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.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
	X	There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Curriculum documents
- Walk-through documentation
- Monitoring both instruction and lesson plans
- Assessments
- PLC minutes
- Power Lab schedules and adjustments
- Effective grading policy
- Plus/delta

See Indicator 3.2 ToC (Table of Contents) in One Drive folder for entire list of provided evidence.

School Supporting Rationale:

All core classes have adopted a consistent curriculum template (based on East Carter High School's curriculum documents) to ensure curriculum alignment in all areas. All core classes are utilizing Quality Core released benchmark assessments and the test generator to create assessments.

The district has created a monitoring document for lesson plans and our administration has provided us with a lesson planning template that is aligned to that document. We have frequent walk-throughs by our principal in which feedback on instruction and lesson plans are provided.

District staff also conducts district-wide walk-throughs utilizing the eleot™ walk-through documents. We have had three of those to date this school year. Based on recent feedback, we will focus more heavily on the use of exemplars and improving differentiated instruction in our classrooms.

Classrooms are utilizing pre-, mid-, and post-test formats to adjust instruction based on student needs throughout the semester. There has been a marked increase in the use of formative assessments, and those are now recorded in Infinite Campus so that parents may have access to formative data and how that is impacting student success.

Teachers are also utilizing rubrics more in their classrooms and striving to develop more student-created rubrics. This practice is just taking off and can be found in “pockets.”

Power Labs (not computer-based classes) are restructured at least every quarter based on student needs. These are flexible classes and are restructured more frequently if needed based on student data.

Team Evidence:

- Curriculum documents
- Completed walkthrough documents
- Assessments
- PLC agenda and minutes
- Power lab documents
- Stakeholder interviews
- Stakeholder survey data
- eleot™ classroom observation data

Team Supporting Rationale:

While all core classes have adopted a consistent curriculum template, the extent to which these documents are used to ensure that KCAS (Kentucky Core Academic Standards) is taught in their entirety is limited.

Interviews and evidence did not indicate that all core classes were utilizing Quality Core formative item pool to create assessments to determine student proficiency levels.

School level leaders use the district lesson plan review document to provide evidence that lesson plans are submitted and have the required components; however, the feedback is in the form of “checks” and little to no specific, descriptive feedback is given to improve teachers’ effectiveness in the lesson planning process.

Based on the eleot™ walkthrough data collected as part of this review, it is still evident that differentiation and use of exemplars is an area of continued professional learning need for staff.

Evidence shows that pre-, mid-, and post-tests exist, but the extent to which they were used to adjust instruction was limited. Examples of formative assessments were provided and evidence of formative assessment reporting in IC (Infinite Campus) was available; however, stakeholder interviews indicated that IC posting of formative assessments (number, type, and frequency) varied widely among the teaching staff.

Some student generated rubric examples were provided; however, they were representative of scoring guides, not true rubrics with levels of mastery for each component.

Power Lab evidence indicated specific areas of need (e.g., KOSSA agriculture, KYOTE Math, math strategies), but some stakeholders indicated that there is limited awareness of “why” students are placed in specific Power Labs and “how” the instruction would be provided. Additionally, some stakeholder interviews revealed that not all Power Lab instruction was personalized to meet the individual needs of students (e.g., every student receiving the same “packet” of work to complete individually with no instruction from teacher).

Improvement Priority 2: (3.4) 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.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.
	X	There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- eleot™ walk-through documentation
- Principal walk-through documentation, monitoring both instruction and lesson plans
- Assessments
- PLC minutes
- Student data notebooks
- Formative assessments

See Indicator 3.4 ToC (Table of Contents) in One Drive folder for entire list of provided evidence.

School Supporting Rationale:

The school principal has visited all classrooms and provided feedback to all teachers on lesson plans and classroom instruction utilizing district feedback forms. All required observations have been

completed, with the exception of the last round of KTIP (Kentucky Teacher Internship Program) observations. Teachers have completed self-reflections, professional growth plans and student growth goals in CIITS (Continuous Instructional Improvement Technology System), following feedback from administration.

District staff also conducts district-wide walk-throughs utilizing the eleot™ walk-through documents. We have had three district walk-throughs to date this school year. Based on recent feedback, we will focus more heavily on the use of exemplars and improving differentiated instruction in our classrooms. In reviewing feedback data from eleot™ walk-throughs, Active Learning Environment increased from 2.1 in the fall to 2.9 in February, with component D3, “actively engaged in learning activities” improving from 2.3 to 3.1.

Our principal, ERS (Educational Recovery Specialist) and/or guidance counselor participate in all PLC meetings each week, with the principal and ERS participating in all core department and A&H (Arts and Humanities) PLC meetings and the guidance counselor participating in the CTE (Career and Technical Education) PLC meeting. Instructional practices (e.g., curriculum development, lesson planning, assessments, etc.) are discussed during PLC meetings to allow for specificity in content. The faculty chose to change their PLC meetings from the initially established structure of everyone meeting on Monday to each department selecting a day to meet after school. Currently, math and A&H meet on Monday, science meets on Tuesday, SS (social studies) and CTE meet on Wednesday, and ELA (English Language Arts) meets on Thursday.

Team Evidence:

- eleot™ results
- Walk-through documents
- Lesson plan and reviews
- Stakeholder interviews

Team Supporting Rationale:

There is evidence school principal has visited all classrooms and provided written feedback to teachers on lesson plans and classroom instruction utilizing district feedback forms. Documentation of a protocol to systematically monitor both formally and informally, written and face-to-face is lacking. While feedback was given, there is no evidence of specific descriptive feedback provided to teachers to aid in readjusting planning and instruction as well as the administrator following through on feedback given.

The eleot™ observation tool and district walk-through documents are used and have indicated using exemplars and improving differentiated instruction as areas for growth. The team’s ratings for B3 “is provided exemplars of high-quality work” is 1.7. The average score given by the team for the Equitable Learning Environment is 2.3. These are areas for improvement, but evidence does not support there is a plan in place to address these weaknesses.

A formal PLC structure is being used. The next step is to develop a school values and beliefs system in which all things teaching and learning are aligned. Artifacts and documents do not support that examination of student work is being conducted along with the monitoring of research based, best practice instructional practices to ensure student success.

Improvement Priority 3: (3.5) 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.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- PLC protocols (PLC minutes collection form, PLC feedback, PLC schedule)

See Indicator 3.5 ToC (Table of Contents) in One Drive folder for entire list of provided evidence.

School Supporting Rationale:

Our principal, ERS and/or guidance counselor participate in all PLC meetings each week, with the principal and ERS participating in all core department and A&H PLC meetings and the guidance counselor participating in the CTE PLC meeting. Instructional practices (e.g., curriculum development, lesson planning, assessments, etc.) are discussed during PLC meetings to allow for specificity in content. The faculty chose to change their PLC meetings from the initially established structure of everyone meeting on Monday to each department selecting a day to meet after school. Currently, math and A&H meet on Monday, science meets on Tuesday, SS and CTE meet on Wednesday and ELA meets on Thursday.

Each department submits PLC minutes to administration and Dr. Dickerson responds to the plus/delta. The PLC minutes meeting form has been revised to be more user-friendly and less tedious to complete.

We are working toward creating a master schedule that will provide common planning time for all departments next year. Common planning will allow teachers to meet in PLC groups during the school day, thus eliminating the need for after school PLC meetings. This would provide time after school for teachers to meet in cross-curricular groups and the middle school teachers for improved vertical alignment.

The PLC process has been fully implemented, but we continue to refine the process to make it work for our staff to improve student achievement. This has been one of the most powerful practices we have implemented. The following comment came from our math department PLC minutes as part of

their plus/delta, "Plus: Acknowledgement that working as a team helped us go a long way, as opposed to working individually."

Team Evidence:

- PLC protocols (PLC minutes collection form, PLC feedback, PLC schedule)
- PLC observations
- Stakeholder interviews

Team Supporting Rationale:

The principal, ERS and/or guidance counselor participate in all PLC meetings each week, with the principal and ERS participating in all core department and A&H PLC meetings and the guidance counselor participating in the CTE PLC meeting. The faculty chose to change their PLC meetings from the initially established structure of everyone meeting on Monday to each department selecting a day to meet after school. Currently, math and A&H meet on Monday, science meets on Tuesday, SS and CTE meets on Wednesday and ELA meets on Thursday.

There is a PDSA (Plan-Do-Study-Act) format to the PLC minutes that each department submits to administration and Dr. Dickerson responds to the plus/delta. The PLC minutes meeting form was revised by Dr. Dickerson at the request of teachers to be more user-friendly and less tedious to complete. There is still more work that needs to be done with the implementation and follow through of the PLC process to include an in-depth look at all parts of the PDSA structure to help teachers readjust instruction using student performance data from formative and summative assessments.

A master schedule has been approved that provides common planning time for all departments next year. Common planning will allow teachers to meet in PLC groups during the school day, thus eliminating the need for after school PLC meetings. This will provide time after school for teachers to meet in cross-curricular groups and with middle school teachers for improved vertical alignment.

While PLCs meet each week after school by departments with administrative support, there is work to be done for full implementation. Teachers need to analyze the results of End-of-Course data to determine specific instructional and curriculum needs for next year. While student data is addressed, there is not a systematic approach to address the improvement of student achievement. Protocols like long-range plans in conjunction with curriculum maps are needed to adjust instruction for next year recognizing gaps and missed areas of content-specific standards. Teachers need to develop common end of unit exams as well as develop or revise units to meet the need as evidenced from EOC results from this school year.

Improvement Priority 4: (3.6) 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.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.
	X	There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Lesson plans
- Walk-through documentation
- eleot™ walk-through documentation
- Effective grading practices
- Professional development documentation (Shipley Training, 15 Grade fixes, PLC implementation training)

See Indicator 3.6 ToC (Table of Contents) in One Drive folder for entire list of provided evidence.

School Supporting Rationale:

Class syllabi and curriculum documents clearly define standards and student learning targets. Lesson plans identify “I can” statements. Learning targets are posted in classrooms.

The use of exemplars help guide and inform students of classroom expectations. Many classrooms have exemplars posted. Several teachers use the plus/delta systems tool to allow peers to provide feedback. Teachers have also worked to increase their use of student-created rubrics. By allowing students the opportunity to have buy-in in developing scoring criteria, students have a better idea of how their work is scored and of teacher expectations.

Students may request or be required to re-take assessments when benchmarks are not achieved. Teachers provide students with additional opportunities to learn the material prior to re-assessing. MCHS now has an effective grading practices protocol in place in an effort to make grading more equitable for students, more understandable for parents and more consistent across grade levels and content areas. We continue to work on increasing parent understanding of our grading practices as these are new this school year.

As a school, we need to improve on providing timely, specific feedback to students, but we are making strides to improve. Several classrooms have implemented student data notebooks, allowing students to track their own progress and set goals. Again, allowing peers to provide feedback to classmates has alleviated the need for teachers to “grade” every piece of student work, while students still receive feedback for improvement.

Team Evidence:

- Lesson plans
- Walk-through documentation
- eleot™ walk-through documentation
- Effective grading practices protocol
- Stakeholder interviews

Team Supporting Rationale:

While class syllabi and curriculum documents were provided, teachers were not able to explain how they were being used in the classroom. Learning targets were not posted in every classroom. In the classrooms with learning targets, teachers did not make reference to or refer back to the learning target during the lesson.

Few classrooms had exemplars posted and no evidence was found of student-created rubrics during classroom visits. There may be confusion about the difference between scoring guides and rubrics.

“Students may request or be required to re-take assessments when benchmarks are not achieved.” This statement in the School Supporting Rationale is in question, because it creates confusion on the expectations of students not meeting benchmark on assessments. Stakeholder interviews revealed a difference from teacher to teacher on what assignments or assessments are allowed to be made up as well as when this make up time takes place. The team was provided the Effective Grading Practices at Menifee County High School document, but stakeholder interviews revealed no one could articulate which 15 Fixes were chosen by the school. Additionally, stakeholder interviews indicated there is not a clear understanding of formative and summative assessments from class to class as well as the number of grades being put into the gradebook and frequency of when grades are put in. Stakeholder interviews also revealed that parents were not informed of the new grading practices until first term grades were reported.

The school is aware of the need to improve on providing timely, specific feedback to students as evidenced in their rationale above. By not receiving this feedback, there is confusion among students about their placement in Power Labs. Stakeholder interviews continually stressed the frustration about not receiving additional help during class time or after school.