2-Day Progress Monitoring Visit Report

Name of Institution Reviewed:	Knight Middle School
Date:	November 29 – December 1, 2016
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Introduction

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

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

- review of the 2014-15 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2016
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2016
- 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 **2.58**	Team Rating for Standard 3 **2.33**

	☐Powerful Practice ☒ Improvement Priority	School Rating	Team Rating
Indicator Rating		3	2
3.1	**The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.**		
	Level 4 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.		
	Level 3 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.		
	Level 2 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.		
	Level 1 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.		

	☐Powerful Practice ☒ Improvement Priority	School Rating	Team Rating
Indicator Rating		3	2
3.2	**Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.**		
	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.

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.

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.

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.

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.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.3	**Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.** *Level 4* Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. *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. *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. *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.

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

Indicator Rating	☐Powerful Practice ☒ Improvement Priority	School Rating 2	Team Rating 2
3.5	**Teachers participate in collaborative learning communities to improve instruction and student learning.** *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. *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.

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.

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.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.6	**Teachers implement the school's instructional process in support of student learning.** *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. *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. *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. *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.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 3
3.7	**Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.**		

	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.		
	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.		
	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.		
	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.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 3
3.8	**The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.**		
	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.		
	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.		
	Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.		
	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.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.9	**The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.**		
	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.		
	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.

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.

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.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.10	**Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.** *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. *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. *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. *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.		

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2
3.11	**All staff members participate in a continuous program of professional learning.** *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.

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.

Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

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.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 3
3.12	**The school provides and coordinates learning support services to meet the unique learning needs of students.** *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. *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. *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. *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.		

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for

student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	44.6	45.6	38.4	No	Yes	N/A

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	44.2	45.2	52.0	Yes	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 (2014-2015, 2015-2016)

Content Area	%P/D School (2014-15)	%P/D State (2014-15)	%P/D School (2015-16)	%P/D State (2015-16)
Reading				
6th grade	27.5	52.9	35.8	55.5
7th grade	22.8	54.5	32.5	56.6
8th grade	34.4	54.1	29.2	53.6
Math				
6th grade	21.4	43.2	23.1	50.2
7th grade	8.9	40.9	18.7	45.4
8th grade	19.1	44.2	23.0	45.5
Social Studies				
8th grade	30.5	58.6	28.6	59.7
Writing				
6th grade	32.8	44.1	20.1	48.0
8th grade	20.6	34.3	14.3	40.7
Language Mech.				
6th grade	26.7	46.1	19.4	41.2

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

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	35.6	27.7	No	33.8	26.2	No
Reading	38.5	33.1	No	36	32	No

Math	32.7	22.2	No	31.5	20.4	No
Social Studies	41.9	27.7	No	38.9	26.7	No
Writing	38.1	17.6	No	37	16.9	No

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	2.29	2.43	2.63	1.90	9.3	Proficient
Practical Living	2.39	2.67	2.63	2.17	9.9	Proficient
Writing	2.06	2.25	2.63	2.14	9.1	Proficient
World Language and Global Competency*	0.08	0.00	2.63	0.00	2.7	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. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Summary of School and Student Performance Data

Plus
1. The school's AMO (Annual Measurable Objective) was met in 2014-15.

2. Sixth grade reading proficient and distinguished scores improved by 8.3 percentage points.

3. Seventh grade reading proficient and distinguished scores improved by 9.7 percentage points.

4. Sixth grade math scores of proficient and distinguished improved by 1.7 percentage points.

5. Seventh grade math scores of proficient and distinguished improved by 9.8 percentage points.

6. Eighth grade math scores of proficient and distinguished improved by 3.9 percentage points.

7. Program Review scores are classified as proficient in Arts and Humanities, Practical Living and Writing.

Delta
1. The school did not make AMO in 2015-2016.

2. Proficient and distinguished scores in eighth grade reading dropped by 5.2 percentage points.

3. Eighth grade social studies scores of proficient and distinguished dropped by 1.9 percentage points.

4. Sixth grade writing scores of proficient and distinguished dropped by 12.7 percentage points.

5. Eighth grade writing scores of proficient and distinguished dropped by 6.3 percentage points.

6. Sixth grade language mechanics scores of proficient and distinguished dropped by 7.3 percentage points.

7. Sixth, seventh and eighth grade reading scores of proficient and distinguished were below the state average for two consecutive years.

8. Sixth, seventh and eighth grade math scores of proficient and distinguished were below the state average for two consecutive years.

9. Eighth grade social studies scores of proficient and distinguished were below the state average for two consecutive years.

10. Sixth grade language mechanics scores of proficient and distinguished were below the state average for two consecutive years.

11. Gap Delivery targets were not met in reading and math combined, math, reading, social studies or writing.

12. Proficiency Delivery targets were not met in combined reading and math, math, reading, social studies or writing.

13. Program Review scores are classified as Needs Improvement for World Languages.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	MS/HS Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	80.9	10	71.8	26	91.9
3.1	11	84.3	11	68.1	51	100.0
3.1	13	76.4	17	54.8		
3.1	34	82.6	32	78.1		
3.2	21	82.0	17	54.8	16	91.9
3.2					22	89.2

3.3	12	84.3	10	71.8	17	89.2
3.3	13	76.4	16	70.8	18	89.2
3.3	22	88.8	17	54.8	19	81.1
3.3			26	68.1		
3.4					3	95.1
3.4					11	94.7
3.4					12	97.4
3.4					13	97.4
3.5	14	79.8	5	76.1	8	97.4
3.5					24	91.9
3.5					25	89.2
3.6	19	92.1	9	80.3	20	94.6
3.6	21	82.0	18	79.8	21	86.5
3.6			20	73.9	22	89.2
3.7	14	79.8	5	76.1	8	97.4
3.7					30	89.2
3.7					31	91.9
3.8	9	75.3	13	66.5	15	94.7
3.8	15	80.9	21	66.5	34	86.5
3.8	16	77.5			35	91.9
3.8	17	84.3				
3.8	35	81.4				
3.9	20	87.6	14	68.1	28	83.8
3.9						
3.10			22	73.4	9	100.0
3.10					21	86.5
3.10					23	91.9
3.11					32	89.2
3.11					33	94.6
3.12	13	76.4	1	72.9	27	97.3
3.12	23	82.8	17	54.8	29	91.9

Summary of Stakeholder Feedback

Plus

1. Ninety-five percent of staff members agree/strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

2. Ninety-seven percent of staff members agree/strongly agree with the statement, "Our school's leaders support an innovative and collaborative culture."

3. One hundred percent of staff members agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

4. Ninety-five percent of staff members agree/strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning."

5. Ninety-seven percent of staff members agree/strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

6. Ninety-seven percent of staff members agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

7. Ninety-five percent of staff members agree/strongly agree with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school."

8. Ninety-two percent of staff members agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."

9. Ninety-five percent of staff members 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."

10. Ninety-two percent of staff members 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."

11. Ninety-two percent of staff members agree/strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

12. Ninety-two percent of staff members agree/strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

13. Ninety-seven percent of staff members agree/strongly agree with the statement, "In our school, related learning support services are provided for all students based on their need."

14. Ninety-two percent of staff members agree/strongly agree with the statement, "In our school, all staff members use student data to address the unique learning needs of all students."

15. Ninety-two percent of staff members agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

16. Ninety-five percent of staff members 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."

17. Ninety-two percent of staff members agree/strongly agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."

18. One hundred percent of staff members agree/strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."

19. Ninety-two percent of parents agree/strongly agree with the statement, "My child knows the expectations for learning in all classes."

Delta
1. Seventy-five percent of parents agree/strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

2. Seventy-six percent of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

3. Seventy-eight 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."

4. Sixty-eight percent of students agree/strongly agree with the statement, "My school prepares me to deal with issues I may face in the future."

5. Sixty-six percent of students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."

6. Sixty-eight percent of 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."

7. Fifty-five percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

8. Sixty-six percent of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
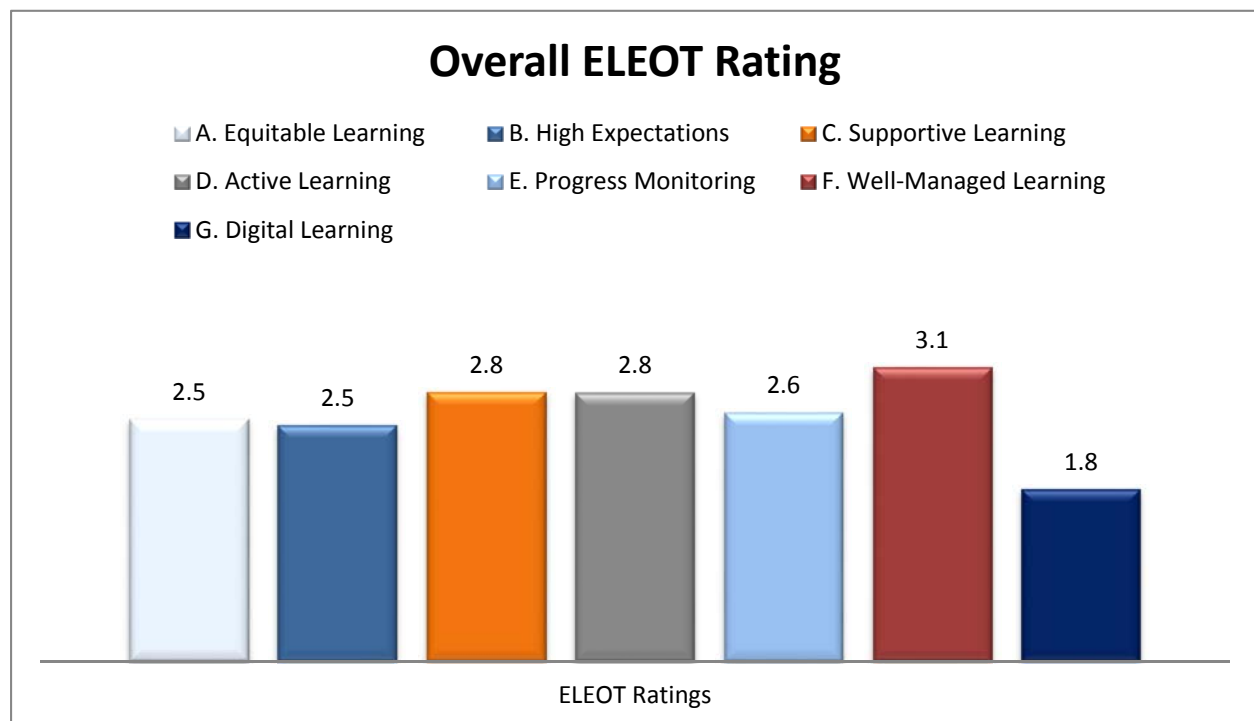
9. Sixty-eight percent of students agree/strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."

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 20 classrooms.

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

Overall ELEOT Rating

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

A. Equitable Learning	B. High Expectations	C. Supportive Learning	D. Active Learning	E. Progress Monitoring	F. Well-Managed Learning	G. Digital Learning
2.5	2.5	2.8	2.8	2.6	3.1	1.8

ELEOT Ratings

Summary of eleot™ Data

Equitable Learning Environment

Plus

1. Occurrences where the student has equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 95 percent of the classrooms observed.

2. Occurrences where the student knows that rules and consequences are fair, clear, and consistently applied were evident/very evident in 95 percent of the classrooms observed.

Delta
1. Occurrences where students have differentiated learning opportunities and activities that meet their needs were not observed/partially observed in 80 percent of classrooms.

2. Instances in which students have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were not observed/partially observed in 80 percent of the classrooms observed.

High Expectations Learning Environment

Plus
Occurrences where the student knows and strives to meet the high expectations established by the teacher were evident/very evident in 60 percent of the classrooms observed.

Delta
1. Instances in which the student is tasked with activities and learning that are challenging but attainable were not observed/partially observed in 50 percent of the classrooms observed.

2. Occurrences in which the student is provided exemplars of high quality work were not observed/partially observed in 50 percent of the classrooms observed.

3. Instances in which the student is engaged in rigorous coursework, discussions, and/or tasks were not observed/partially observed in 50 percent of the classrooms observed.

4. Occurrences in which the student is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were not observed/partially observed in 50 percent of the classrooms observed.

Supportive Learning Environment

Plus
1. Occurrences in which the student demonstrates or expresses that learning experiences are positive were evident/very evident in 75 percent of the classrooms observed.

2. Occurrences in which the student demonstrates positive attitude about the classroom and learning were evident/very evident in 80 percent of the classrooms observed.

3. Occurrences in which the student takes risks in learning (without fear of negative feedback) were evident/very evident in 75 percent of the classrooms observed.

4. Occurrences in which the student is provided support and assistance to understand content and accomplish tasks were evident/very evident in 75 percent of the classrooms observed.

Delta

Occurrences in which the student is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs were not observed/ partially observed in 55 percent of the classrooms observed.

Active Learning Environment

<u>Plus</u>
Instances in which the student is actively engaged in the learning activities were evident/very evident in 75 percent of the classrooms observed.

<u>Delta</u>
1. Occurrences in which the student has several opportunities to engage in discussions with teacher and other students were not observed/partially observed in 35 percent of the classrooms observed.

2. Instances in which the student makes connections from content to real life experiences were not observed/partially observed in 45 percent of the classrooms observed.

Progress Monitoring Learning Environment

<u>Plus</u>
Instances in which the student demonstrates or verbalizes understanding of the lesson/content were evident/very evident in 70 percent of the classrooms observed.

<u>Delta</u>
1. Instances in which the student is asked and/or quizzed about individual progress/learning were not observed/partially observed in 55 percent of the classrooms observed.

2. Occurrences in which the student responds to teacher feedback to improve understanding were not observed/partially observed in 55 percent of the classrooms observed.

3. Occurrences in which the student understands how her/his work is assessed were not observed/partially observed in 40 percent of the classrooms observed.

4. Occurrences in which the student has opportunities to revise/improve work based on feedback were not observed/partially observed in 65 percent of the classrooms observed.

Well-Managed Learning Environment

<u>Plus</u>
1. Instances in which the student speaks and interacts respectfully with teachers and peers were evident/very evident in 90 percent of the classrooms observed.

2. Occurrences in which the student follows classroom rules and works well with others were evident/very evident in 80 percent of the classrooms observed.

3. Instances in which the student transitions smoothly and efficiently to activities were evident/very evident observed in 75 percent of the classrooms observed.

4. Instances in which the student knows classroom routines, behavioral expectations and consequences were evident/very evident in 85 percent of the classrooms observed.

Delta
Occurrences in which the student collaborates with other students during student centered activities were not observed/partially observed in 45 percent of the classrooms observed.

Digital Learning Environment

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

Delta
1. Instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were not observed in 55 percent of the classrooms observed.

2. Instances where students use digital tools/technology to conduct research, solve problems, and/or create original works for learning were not observed/partially observed in 90 percent of the classrooms observed.

3. Instances where students use digital tools/technology to communicate and work collaboratively for learning were not observed/partially observed in 70 percent of the classrooms observed.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY 1

Indicator: 3.1 and 3.2

Action Statement:
Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and an examination of professional practice to ensure alignment to state-adopted standards to provide equitable and challenging learning experiences for all students.

Evidence and Rationale:

School and Student Performance Data
1. The school did not make AMO in 2015-16.

2. Sixth, seventh and eighth grade reading scores of proficient and distinguished were below the state average for two consecutive years.
3. Sixth, seventh and eighth grade math scores of proficient and distinguished were below the state average for two consecutive years.

4. Eighth grade social studies scores of proficient and distinguished were below the state average for two consecutive years.

5. Sixth grade language mechanics scores of proficient and distinguished were below the state average for two consecutive years.

6. While reading scores improved in sixth and seventh grades, they did not meet the state level for either of the two years.

7. Gap Delivery targets were not met in reading and math combined, math, reading, social studies or writing.

8. Proficiency Delivery targets were not met in combined reading and math, math, reading, social studies or writing.

Stakeholder Survey Data
1. Based on parent feedback, there is limited agreement with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

2. Based on parent feedback, there is limited agreement with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

3. Based on parent feedback, there is limited agreement with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."

4. Based on student feedback, there is absence of agreement with the statement, "My school prepares me to deal with issues I may face in the future."

5. Based on student feedback, there is absence of agreement with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."

6. Based on student feedback, there is absence of agreement 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."

7. Based on student feedback, there is absence of agreement with the statement, "All of my teachers change their teaching to meet my learning needs."

8. Based on student feedback, there is absence of agreement with the statement, "All of my teachers keep my family informed of my academic progress."

9. Based on student feedback, there is absence of agreement with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."

Classroom Observation Data
1. The High Expectations Environment received an overall rating of 2.5 on a 4.0 scale.

2. Twenty percent of observations indicated evident/very evident that students have differentiated learning opportunities and activities to meet their needs.

3. Sixty percent of observations indicated evident/very evident that students know and strive to meet the high expectations established by the teacher.

4. Fifty percent of observations indicated evident/very evident that students are tasked with activities and learning that are challenging but attainable.

5. Fifty percent of observations indicated evident/very evident that students are engaged in rigorous coursework, discussions, and/or tasks.

6. Fifty percent of observations indicated evident/very evident that students were asked questions that require higher order thinking (e.g., applying, evaluating, synthesizing).

7. Forty-five percent of observations indicated evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs.

Stakeholder Interviews, Documents and Artifact Review
A review of school-level curriculum documents and essential standards/skills/dispositions documentation provide a guide containing essential standards, example of rigor, prerequisite skills, learning targets, common formative assessments and extension standards. However, daily formative assessment, success criteria, rubrics, and posted student work samples are not reflective of reasoning targets and are lacking supporting evidence. Evidence does not indicate a variety of assessments reflective of reasoning targets and student self-assessment.

While there are multiple sources of evidence (interviews, reviews of print artifacts, etc.) that indicate assessment data such as MAP, K-PREP, CASCADE and pre-assessments are being used to place students into WIN (What I Need) closed groups and Tier 3 reading/writing (iLit) and math (Compass Learning) supports, there is little evidence that suggests daily formative assessment is being used to frequently monitor learning, adjust instruction and provide individualized learning activities.

There are multiple sources of evidence (interviews, reviews of print artifacts, etc.) to indicate assessment data conversations are taking place on learning target and essential standards checks; however, this has not transferred to daily formative assessments that lead to specific actionable next steps to inform instruction.

SCHOOL IMPROVEMENT PRIORITY 2

Indicator: 3.5

Action Statement:

Implement and monitor a formal process to promote productive data-informed discussion about student learning in collaborative learning communities to improve instruction and student learning.

Evidence and Rationale:

School and Student Performance Data
1. The school did not make AMO in 2015-16.

2. Sixth, seventh and eighth grade reading scores of proficient and distinguished were below the state average for two consecutive years.

3. Sixth, seventh and eighth grade math scores of proficient and distinguished were below the state average for two consecutive years.

4. Eighth grade social studies scores of proficient and distinguished were below the state average for two consecutive years.

5. Sixth grade language mechanics scores of proficient and distinguished were below the state average for two consecutive years.

6. While reading scores improved in sixth and seventh grades, they did not meet the state level for either of the two years.

7. Gap Delivery targets were not met in reading and math combined, math, reading, social studies or writing.

Stakeholder Survey Data
1. Based on parent feedback, there is limited agreement with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

2. Based on parent feedback, there is limited agreement with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."

3. Based on student feedback, there is absence of agreement with the statement, "My school prepares me to deal with issues I may face in the future."

4. Based on student feedback, there is absence of agreement 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."

5. Based on student feedback, there is absence of agreement with the statement, "All of my teachers change their teaching to meet my learning needs."

Classroom Observation Data
1. The High Expectations Environment received an overall rating of 2.5 on a 4.0 scale.

2. Twenty percent of observations indicated evident/very evident that students have differentiated learning opportunities and activities to meet their needs.

3. Sixty percent of observations indicated evident/very evident that students know and strive to meet the high expectations established by the teacher.

4. Fifty percent of observations indicated evident/very evident that students are tasked with activities and learning that are challenging but attainable.

5. Fifty percent of observations indicated evident/very evident that students are engaged in rigorous coursework, discussions, and/or tasks.

6. Fifty percent of observations indicated evident/very evident that students were asked questions that require higher order thinking (e.g., applying, evaluating, synthesizing).

7. Forty-five percent of observations indicated evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs.

Stakeholder Interviews, Documents and Artifact Review
There are multiple sources of evidence (PLC meeting agendas/notes, observations, interviews, etc.) of systems for collaboration and reflection on professional practice such as professional learning communities, coaching and instructional support. At present, evidence (observations, walkthrough documents, and interviews) suggests assessments and instruction lack a level of rigor for eventual proficiency on state accountability assessments. Evidence suggests that multiple opportunities for collaborative planning driven by data-informed classroom summative assessments could leverage the creation of rigorous classroom instructional activities which are aligned to standards resulting in more challenging learning.

Attachments:

1) eleot^{tm} Worksheet

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2014-15 Diagnostic Review Report for Knight Middle School.

Improvement Priority 1: Develop, implement, and monitor a systematic process to adjust curriculum, instruction, and assessment based on an analysis of data from a variety of sources (e.g., summative and interim student achievement data, supervision/evaluation/monitoring data, stakeholder surveys, etc.). (Indicator 3.2)

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

School Evidence:
- Curriculum guides
- Common assessments
- Surveys results
- Curriculum writing process
- PLCs (professional learning communities)
- Coaching
- EPD (embedded professional development)
- Rubrics
- MAP testing
- WIN (What I Need)
- BLAST (Bobcats Learning After School Time)
- Proficiency assessments
- Learning Target checks
- ELA (English Language Arts) teachers vertically align learning targets
- Essential Standards data/meetings
- Enduring Skills – vertical alignment
- Student goal setting

School Supporting Rationale:
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.

Team Evidence:
- Surveys
- Stakeholder interviews
- Observations
- Agendas/Minutes
- Power Point presentation
- Other internal documents

Team Supporting Rationale:
Reflection on interviews, as well as the submitted artifacts and evidence indicate the school has partially met this priority. There is evidence of coaching support to teachers to engage in various aspects of planning and preparation. However, there is an inadequate demonstration of a systemic process to analyze student achievement data from a variety of sources (especially summative unit assessments) to monitor and adjust curriculum and instruction.

Improvement Priority 2: Engage in a process to determine "root causes" for low parent involvement and evaluate the effectiveness of current practices used to communicate learning progress to parents. Use the results of this analysis to design, implement and evaluate programs that will improve parent involvement, more meaningfully engage families in their children's education, and ensure information about individual student learning progress is consistently and effectively conveyed. (Indicator 3.8)

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

School Evidence:
- Calendar outlining when and how families are provided information on child's progress
- Parent Engagement Knight (monthly – rotating reading, math, and writing)
- Back to School night
- Open House
- Home visits before school started
- IC (Infinite Campus)/report cards/midterm status update
- HERO
- Facebook, Twitter
- PTSA (Parent-Teacher-Student Association) membership
- Teacher call logs
- PROWL (Prepared, Respectful, On time, Work Hard, Listen) cards
- Parent Teacher
- Conference days

School Supporting Rationale:
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.

Team Evidence:
- Surveys
- Stakeholder interviews
- Observations
- Agendas/Minutes
- Power Point presentation
- Other internal documents

Team Supporting Rationale:
Reflection on interviews, as well as the submitted artifacts and evidence indicate the school has satisfactorily met this priority. The school has engaged a coalition of available partners to reflect on ways and means to engage parent/guardians. There is evidence of a communication plan, corresponding communications, as well as 'events' (e.g. Math and Literacy Nights) to reach out to the larger community to promote an understanding and awareness of students' learning.

Improvement Priority 3: Establish, consistently implement, and evaluate a process to monitor instructional effectiveness that includes formal/informal classroom observations as well as review of planning documents, examination of assessment data, student work, etc. The revised monitoring process should focus on improvement in instruction that leads to increased levels of student success and consistently provides teachers with feedback that will improve their effectiveness (e.g., student engagement, rigor). It should also address 1) use of instructional practices that are aligned with the school's values and beliefs about teaching and learning, 2) teaching the approved curriculum, 3) assurance that teachers are directly engaged with all students in the oversight of their learning. (Indicator 3.4)

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

School Evidence:
- Curriculum maps
- Supervision and evaluation procedures
- Administrative classroom observation protocols and logs
- Stakeholder survey of culture improvement
- Teacher coaching sessions/planning
- Student goal setting books

- Agendas from PD (professional development) and EPD
- Meeting minutes
- Essential Standards data and meetings
- Walk through feedback and data
- PGP (Professional Growth Plan) and self-reflections
- Curriculum Maps Essential
- Standards template - Coaches feedback

School Supporting Rationale:
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.

Team Evidence:
- Surveys
- Stakeholder interviews
- Observations
- Agendas/Minutes
- Power Point presentation
- Other internal documents

Team Supporting Rationale:
Reflection on interviews, as well as the submitted artifacts and evidence indicate the school has partially addressed this priority. As such, the Diagnostic Review Team assigned this priority a 2. The 'rigor and relevance' theme of academic vision for the school has buy-in, and one systemic monitoring protocol to provide teachers with feedback to support to improve instruction. There was little evidence supporting a process of monitoring instructional effectiveness through planning documents, assessment data (specifically summative unit assessments), and student work.

Improvement Priority 4: Further refine strategies to more consistently implement the school's instructional framework. Ensure that the instructional process/framework is effective in increasing student engagement and achievement of learning expectations and that it fosters the use of a variety of instructional strategies including the use of exemplars of high quality work. (Indicator 3.6)

School	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:
- Survey results
- Examples of assessments that prompted modification in instruction
- Learning targets posted
- Agendas posted
- WIN based on formative assessment
- Essential Standards

School Supporting Rationale:
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.

Team Evidence:
- Surveys
- Stakeholder interviews
- Observations
- Agendas/Minutes
- Power Point presentation
- Other internal documents

Team Supporting Rationale:
Reflection on interviews, as well as the submitted artifacts and evidence indicate the school has partially addressed this priority. The larger instructional vision and framework of monitoring and support is incomplete, and needs more intentional focus before specific instructional strategies and exemplars are considered for greater importance in faculty planning.