



2-Day Progress Monitoring Visit Report

Name of Institution

Reviewed: Fairdale High School

Date: November 29 - December 1, 2016

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Team Member: Charlotte Jones

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School Principal: Brandy Corbin

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 3.17	Team Rating for Standard 3 2.92
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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	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p><i>Level 4</i> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement</p>	3	3

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

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

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		4	3
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,</p>		

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

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
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</p>	3	3

	<p>that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>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>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
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>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
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</p>	4	3

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

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

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

Teaching and Learning Impact

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

data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016		56.8	65.6	Yes	Yes	Yes

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	67.4	68.4	64.7	No	Yes	No

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 (14-15)	%P/D State (14-15)	%P/D School (15-16)	%P/D State (15-16)
English II	34.4	56.8	41.0	56.5
Algebra II	22.6	38.2	44.6	42.3
Biology	34.8	39.7	29.9	37.6
U.S. History	33.6	56.9	50.8	59.2
Writing	33.7	50.0	27.7	43.5
Language Mech.	24.4	51.6	39.4	54.4

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Percentage School (14-15)	Percentage State (14-15)	Percentage School (15-16)	Percentage State (15-16)
English	24.9	55.3	35.4	54.3
Math	17.5	38.1	28.5	39.7
Reading	21.4	47.4	30.9	49.2

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	49.3	43.1	No	47.0	41.8	No
Reading	47.7	42.3	No	45.5	41.1	No

Math	50.8	43.9	No	48.6	42.4	No
Science	45.7	30.6	No	43.2	26.3	No
Social Studies	48.4	50.6	Yes	45.7	49.2	Yes
Writing	43.8	27.4	No	42.3	25.1	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2015-2016)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	63.1	58.0	68.5	No
Graduation Rate (for 4-year adjusted cohort)	89.4	89.4	88.6	Yes

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	2.00	2.00	2.00	2.00	8.0	Proficient
Practical Living	2.17	2.17	2.50	2.08	8.9	Proficient
Writing	2.28	2.50	2.25	2.00	9.0	Proficient
World Language and Global Competency*	2.00	2.00	2.00	2.00	8.0	Proficient

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. In the 2015-16 school year, AMO, participation rate, and graduation rate goals were met.
2. The percentage of students scoring at proficient/distinguished levels increased from 2014-15 to the 2015-16 school year in English II, Algebra II, US History, and language mechanics. Algebra II exceeded the state average in the percentage of students scoring proficient/distinguished.
3. The percentage of students meeting benchmarks on the ACT increased in all three areas from the 2014-15 school year to the 2015-16 school year.
4. Social studies met both Proficiency and Gap Delivery targets.

5. The Graduation Rate Delivery target (for 4-year adjusted cohort) was met.

6. All areas of the Program Review were classified as proficient.

Delta

1. All areas are below the state average of students scoring proficient/distinguished except for Algebra II.

2. The percentage of students scoring at proficient/distinguished levels decreased from 2014-15 to the 2015-16 school year in the areas of biology and writing.

3. The percentage of students meeting benchmarks on the ACT in 2015-16 is below the state average in all three areas.

4. In all tested areas except for social studies, Proficiency and Gap Delivery targets were not met.

5. The College and Career Readiness Delivery target was not met.

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	85.3	10	75.1	26	93.3
3.1	11	83.1	11	61.5	51	96.6
3.1	13	73.7	17	54.1		
3.1	34	79.8	32	71.7		
3.2	21	81.6	17	54.1	16	93.3
3.2					22	91.7
3.3	12	81.6	10	75.1	17	91.7
3.3	13	73.7	16	71.3	18	93.3
3.3	22	79.3	17	54.1	19	93.3
3.3			26	68.5		
3.4					3	98.5
3.4					11	95.2
3.4					12	96.8
3.4					13	95.2
3.5	14	77.0	5	74.8	8	96.8
3.5					24	96.7
3.5					25	98.3

3.6	19	90.2	9	81.1	20	95.0
3.6	21	81.6	18	74.0	21	93.3
3.6			20	72.3	22	91.7
3.7	14	77.5	5	74.8	8	96.8
3.7					30	90.0
3.7					31	93.3
3.8	9	75.6	13	58.7	15	98.4
3.8	15	74.8	21	57.4	34	85.0
3.8	16	68.4			35	93.3
3.8	17	77.4				
3.8	35	76.0				
3.9	20	80.5	14	65.3	28	93.3
3.9						
3.10			22	70.5	9	98.4
3.10					21	93.3
3.10					23	93.3
3.11					32	96.7
3.11					33	95.0
3.12	13	73.7	1	85.2	27	95.0
3.12	23	81.2	17	54.1	29	93.3

Summary of Stakeholder Feedback

Plus

1. Based upon survey data among parents, 90 percent agree/strongly agree with the statement, "My child knows the expectations for learning in all classes."
2. Based upon survey data among parents, 85 percent agree/strongly agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
3. Based upon survey data among parents, 83 percent agree/strongly agree with the statement, "All of my child's teachers give work that challenges my child."
4. Based upon survey data among students, 85 percent agree/strongly agree with the statement, "In my school, programs and services are available to help me succeed."
5. Based upon survey data among students, 81 percent agree/strongly agree with the statement, "My school gives me multiple assessments to check my understanding of what is taught."

6. Based upon survey data among staff, except for Question 34, all survey questions pertaining to standard 3 were 90 percent agreement and above.

Delta

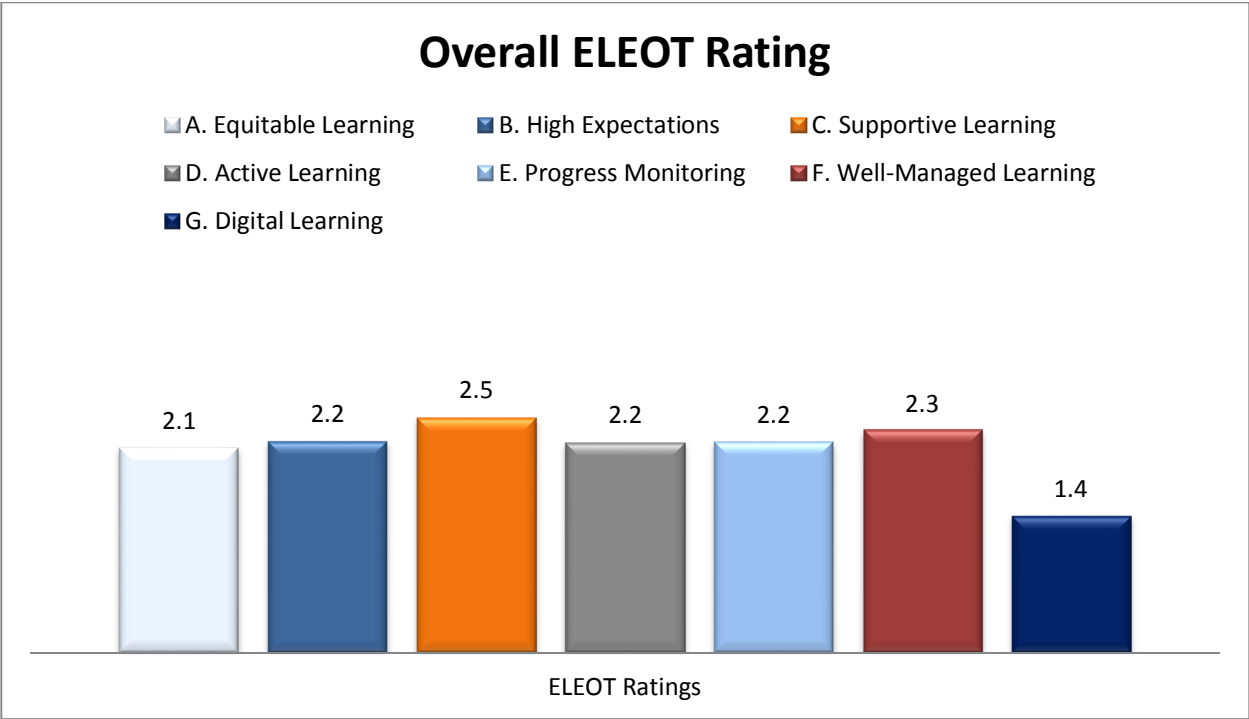
1. Based upon survey data among parents, 75 percent agree/strongly agree with the statement, "All of my child's teachers help me to understand my child's progress," demonstrating limited agreement.
2. Based upon survey data among parents, 74 percent agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction," demonstrating limited agreement.
3. Based upon survey data among parents, 68 percent agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded," demonstrating absence of agreement.
4. Based on survey data among students, 59 percent agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning," demonstrating absence of agreement.
5. Based upon survey data among students 57 percent agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress," demonstrating absence of agreement.
6. Based upon survey data among students 54 percent agree/strongly agree with the statement, "All of my teachers change their teaching to meet their learning needs," demonstrating absence of agreement.

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 38 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

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

Delta

1. Sixteen percent of observations indicated evident/very evident that students have ongoing opportunities to learn about their own and others backgrounds, cultures, and differences. This component was rated a 1.6 on a scale of 4.
2. Twenty-one percent of observations indicated evident/very evident that students have differentiated learning opportunities and activities that meet their needs. This component was rated a 1.9 on a scale of 4.

High Expectations Learning Environment

Plus

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

Delta

1. Twenty-four percent of observations indicated evident/very evident that students are provided exemplars of high quality work. This component was rated a 1.7 on a scale of 4.
2. Twenty-nine percent of observations indicated evident/very evident that students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing). This component was rated a 2.2 on a scale of 4.

Supportive Learning Environment

Plus

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

Delta

1. Thirty-four percent of observations indicated evident/very evident that students are provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs. This component was rated a 2.2 on a scale of 4.

Active Learning Environment

Plus

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

Delta

1. Twenty-seven percent of observations indicated evident/very evident that students make connections from content to real-life experiences. This component was rated a 1.9 on a scale of 4.

2. Twenty-nine percent of observations indicated evident/very evident that students are actively engaged in the learning activities. This component was rated a 2.3 on a scale of 4.

Progress Monitoring Learning Environment

Plus

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

Delta

1. Twenty-six percent of observations indicated evident/very evident that students understand how their work is assessed. This component was rated a 1.9 on a scale of 4.

2. Twenty-six percent of observations indicated evident/very evident that students are asked and/or quizzed about individual progress/learning. This component was rated a 2.1 on a scale of 4.

Well-Managed Learning Environment

Plus

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

Delta

1. Twenty-nine percent of observations indicated evident/very evident that students collaborate with other students during student centered activities. This component was rated a 1.8 on a scale of 4.

Digital Learning Environment

Plus

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

Delta

1. Three percent of observations indicated evident/very evident that students use digital tools/technology to communicate and work collaboratively for learning. This component was rated a 1.1 on a scale of 4.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY 1

Indicator: 3.3

Action Statement:

Refine the instructional process to engage students in their learning by consistently and deliberately planning strategies that ensure achievement of learning expectations. Personalized instructional strategies should include research-based, high-yield instructional strategies implemented school-wide with consistency and fidelity. An additional emphasis on daily formative assessments will allow opportunities to adjust instruction in a timely manner. Implementation of differentiation techniques, student collaboration, self-reflection, integrating content and skills with other disciplines, making connections to real-life experiences, and effective student use of technology as instructional resources and tools will help students achieve mastery in all courses.

Evidence and Rationale:

School and Student Performance Data

Student performance data, as detailed in this report, showed an increase in overall academic performance from the 2014-2015 school year, but revealed that many content areas and grade level scores were below state averages. For example:

1. The percentage of students scoring at proficient/distinguished levels decreased from 2014-15 to the 2015-16 school year in the areas of biology and writing.
2. All areas are below the state average of students scoring proficient/distinguished except for Algebra II.
3. The percentage of students meeting benchmarks on the ACT in 2015-16 is below the state average in the areas of English, math, and reading.
4. The College and Career Readiness delivery target of 63.1 was not met.
5. In all tested areas except for social studies, Proficiency and Gap Delivery targets were not

met.

The school did meet the Annual Measurable Objective (AMO) for the 2015-2016 school year.

Stakeholder Survey Data

Survey data indicated that 75 percent of students were in limited agreement that “My school provides me with challenging curriculum and learning expectations.” Likewise, 71 percent of students were in limited agreement that “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” Fifty-four percent of students were in an absence of agreement that “All of my teachers change their teaching to meet my learning needs.” Parents also provided survey data and 74 percent of parents were in limited agreement that “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

Classroom Observation Data

As detailed previously in the Teaching and Learning Impact section of this report, classroom observation data suggested that in 39 percent of classrooms, it was evident/very evident that students are “engaged in rigorous coursework, discussions, and /or tasks” (B4). Data also revealed that in 29 percent of classrooms, it was evident/very evident that students are “asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” (B5). Additional classroom data indicated that in 55 percent of classrooms, it was evident/very evident that students are “provided support and assistance to understand content and accomplish tasks” (C4). The data further indicated that in 34 percent of classrooms, it was evident/very evident that students are “provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs” (C5). It was evident/very evident that in 39 percent of classrooms, students had “several opportunities to engage in discussions with teacher and other students” (D1). Furthermore, classroom observation data suggested that in 27 percent of classrooms, it was evident/very evident that students “make connections from content to real-life experiences” (D2). Additional classroom data indicated that in 29 percent of classrooms, it was evident/very evident that students are “actively engaged in the learning activities” (D3).

Within the Digital Learning Environment, classroom observation data suggested that in 26 percent of classrooms, it was evident/very evident that students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Additional classroom technology data indicated that in 24 percent of classrooms, it was evident/very evident that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Also, in 3 percent of classrooms, it was evident/very evident that students “use digital tools/technology to communicate and work collaboratively for learning” (G3).

Stakeholder Interviews, Documents and Artifact Review

A review of documents and artifacts indicate that documents exist for work in the instructional framework while incorporating the Fundamental Five placing an emphasis on learning target development and closing tasks. Based on information from interview discussions and review of artifacts, there have been instructional planning sessions to develop crosswalks between Kentucky Academic Standards, ACT Quality Core, and ACT. Furthermore, there is evidence of supporting structures for coaching sessions, faculty meetings and weekly PLC (professional learning community) meetings where teachers have developed a framework for pieces of the

instructional process that focus on before, during, and after learning. However, there is limited evidence supporting the intentional planning for the use of high yield instructional strategies that would meet the learning needs of all students during core instruction. Classroom observations did not reveal the use of high yield instructional strategies consistently throughout the school. Although the Fundamental Five is instrumental in the instructional process, it is evident that different course areas have different instructional needs when involving students in the learning process. There is not clear evidence that a variety of professional learning has transferred into classroom practice in terms of engaging students. During teacher interviews it was acknowledged that different PLCs function differently indicating a lack of vertical and cross curricular discussions pertaining to active engagement strategies.

Attachments:

- 1) eleot™ Worksheet



2016-2017 Feedback Report Addendum

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

Improvement Priority 1: Develop and document the implementation of common grading and reporting policies, processes and procedures based on clearly defined criteria (above and beyond district SPPG [Student Progression, Promotion, and Grading] policy) that represent each student’s attainment of content knowledge and skills. Ensure that these policies are implemented with fidelity across all grade levels and courses and are communicated with all stakeholders. Regularly evaluate the policy and look for opportunities for improvement. (Indicator 3.10)

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:

- SPPG for high schools
- IC (Infinite Campus) gradebooks
- Course syllabi
- Teacher communications with families

School Supporting Rationale:

During the year 2015-2016, JCPS (Jefferson County Public Schools) worked with school-based personnel and JCTA (Jefferson County Teachers Association) to develop a common grading scale that would be adopted by all schools. This grade scale gave opportunity for standards-based grading and some autonomy in determining how different portions of a class would figure into the grade scale. Fairdale High School has implemented this grading scale across all classes. The grading scale fits perfectly with our approach to standards-based learning and assessments. This is evidenced in all IC gradebooks and in correspondence between school, students, and families. Teachers are required to explain the grading scale to students in the first few days of school, and to communicate the grade scale to families using the class syllabus, a communication home, and during the Open House that occurs at school in early September.

Team Evidence:

- Sample report cards for each grade level and for all courses
- Communications pieces to stakeholders regarding grading and reporting

- Policies and protocols for grading and reporting
- Samples of course syllabi
- Interviews with faculty, parents, and students

Team Supporting Rationale:

Collaboration between Jefferson County Public Schools and Jefferson County Teachers Association produced a common grading platform that was adopted by all schools and includes a standards based grading conversion chart to be used to connect standards based grading scale to the district grading scale. This is in tune with what the school had started. It leaves teacher autonomy by course as to how to weight the three categories (engagement, progression, and mastery).

Teachers are required to explain the grading scale to students in the first few days of school and to communicate the grade scale to families by using the class syllabus, communication home, and during the Open House. Intentional talking points were developed to effectively communicate to all stakeholders regarding grading and reporting.

Stakeholders that were interviewed could speak to grade reporting, weight and scale, as well as the expectations regarding mastery of standards and the relation to intervention services. During student interviews, students shared their report cards and explained the three categories as well as the weight/percentage of each category.