Kentucky Department of Education
# 2024-2025 Two-Day Review Report

**Name of Institution**: James E Bazzell Middle School
**School Principal:** Jon Porter
**Dates of Review:** Jan. 14-16, 2025
**Team Lead:** Tim Huddleston
**Team Member:** Ashley Burd
**Team Member:** Donna Bumps
**Team Member:** Clint Graham

**Introduction**

The KDE Two-Day Review is designed to…

- Provide feedback to schools regarding their progress on improving student performance during the preceding year based on Kentucky assessment and accountability data and
- 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 a selection of Cognia's Performance Standards for Schools. The findings are supported by a review of…

- Student performance data;
- The school's Executive Summary and other diagnostics completed in the Continuous Improvement Platform (CIP)™ (formerly eProve);
- School and classroom observations using the Effective Learning Environments Observation Tool (eleot™);
- Documents and artifacts;
- CIP™ stakeholder survey data; and
- Principal and stakeholder interviews.

The report includes:

- Ratings for selected Cognia Performance Standards for Schools;
- A listing of evidence examined to determine the rating; and
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) that include narrative explanations or rationale based on data and information gathered or examined by the team.

# Selected Cognia® Performance Standards

**Powerful Practices** are identified by the Two-Day Review Team as indicators that the institution has successfully implemented, monitored, and adjusted its practices to ensure effectiveness. These practices may be leveraged to improve areas of concern moving forward. Schools must have a rating of four (4) in the Cognia Performance Standard for it to be considered a Powerful Practice.

**Improvement Priorities (IPs)** enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Two-Day Review Team to have the greatest impact on improving student performance and the school's learning environment.

Blank boxes in this section indicate that the standard is neither a Powerful Practice nor an Improvement Priority.

**Standard 5**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Professional staff members embrace effective collegiality and collaboration in support of learners.**

**Level 4**: The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

**Level 3:** The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

**Level 2:** The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

**Level 1:** The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

**Standard 6**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Professional staff members receive the support they need to strengthen their professional practices.**

**Level 4:** Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.

**Level 3:** Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.

**Level 2:** Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.

**Leve! 1:** Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

**Standard 7**

☐ Powerful Practice

☒ Improvement Priority

**Team Rating**

2

**Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.**

**Level 4**: Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

**Level 3**: Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

**Level 2**: Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

**Level 1:** Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

**Standard 12**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

**Level 4**: Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

**Level 3:** Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

**Level 2**: Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

**Level 1**: Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

**Standard 14**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Curriculum and instruction are augmented by reliable information, resources and materials that advance learning and support learners' personal interests.**

**Level 4:** Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

**Level 3:** Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

**Level 2:** Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

**Level 1:** Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

**Standard 15**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

3

**Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.**

**Level 4:** Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

**Level 3:** Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.

**Level 2:** Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.

**Level 1:** Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

**Standard 17**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Learners have equitable opportunities to realize their learning potential.**

**Level 4:** Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.

**Level 3:** Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

**Level 2:** Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

**Level 1:** Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

**Standard 21**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Instruction is characterized by high expectations and learner-centered practices.**

**Level 4:** Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.

**Level 3:** Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.

**Level 2:** Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.

**Level 1:** Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

**Standard 23**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.**

**Level 4:** Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

**Level 3:** Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

**Level 2:** Professional staff members occasionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

**Level 1:** Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

**Standard 26**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.**

**Level 4:** Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

**Level 3:** Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

**Level 2:** Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

**Level 1**: Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

**Standard 28**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.**

**Level 4:** Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

**Level 3:** Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

**Level 2:** Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

**Level 1:** Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

**Standard 30**

☐ Powerful Practice

☐ Improvement Priority

**Team Rating**

2

**Learners' progress is measured through a balanced system that includes assessment both *for* learning and *of* learning.**

**Level 4:** Professional staff members and learners collaborate to determine learners' progress toward, and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

**Level 3:** Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.

**Level 2:** Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.

**Level 1:** Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

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

## School and Student Performance Data

A summary of school and student performance data is included in this section. Column Two (labeled with % P/D in the heading) signifies the percentage of students that scored Proficient or Distinguished (P/D) for this demographic at the school. An asterisk in any section denotes that student performance level data were suppressed for public reporting. A series of plus statements (strengths) and delta statements (areas of improvement) for the school are also included in this section.

## School and Student Performance Results

**Reading**

| Grade | % P/D School | % P/D State |
|:---:|:---:|:---:|
| 7 | 40 | 47 |
| 8 | 37 | 41 |

**Math**

| Grade | % P/D School | % P/D State |
|---|---|---|
| 7 | 39 | 39 |
| 8 | 37 | 37 |

**Science**

| Grade | % P/D School | % P/D State |
|---|---|---|
| 7 | 19 | 22 |

**Social Studies**

| Grade | % P/D School | % P/D State |
|---|---|---|
| 8 | 29 | 35 |

**Editing and Mechanics**

| Grade | % P/D School | % P/D State |
|---|---|---|
| 8 | 37 | 47 |

**On-Demand Writing**

| Grade | % P/D School | % P/D State |
|:---:|:---:|:---:|
| 8 | 49 | 49 |

| Group | School | State |
|:---:|:---:|:---:|
| Percent Score of 0 | * | 66 |
| Percent Score of 60-80 | * | 23 |
| Percent Score of 100 | * | 8 |
| Percent Score of 140 | * | 3 |

## Summary of School and Student Performance Data

**Plus**

- Percentages were not high enough to qualify for a plus.

**Delta**

- The percentage of students scoring Proficient/Distinguished in 7th-grade reading was 40% during the 2023-2024 school year on the Kentucky Summative Assessment (KSA).
- The percentage of students scoring Proficient/Distinguished in 8th-grade reading was 37% during the 2023-2024 school year on the KSA.
- The percentage of students scoring Proficient/Distinguished in 7th-grade math was 39% during the 2023-2024 school year on the KSA.
- The percentage of students scoring Proficient/Distinguished in 8th-grade math was 37% during the 2023-2024 school year on the KSA.
- The percentage of students scoring Proficient/Distinguished in 7th-grade science was 19% during the 2023-2024 school year on the KSA.
- The percentage of students scoring Proficient/Distinguished in 8th-grade social studies was 29% during the 2023-2024 school year on the KSA.

- The percentage of students scoring Proficient/Distinguished in 8th-grade editing and mechanics was 37% during the 2023-2024 school year on the KSA.
- The percentage of students scoring Proficient/Distinguished in 8th-grade on-demand writing was 49% during the 2023-2024 school year on the KSA.

# Middle/High School Stakeholder Survey Results

Stakeholder surveys ask students and staff their opinions about their school, including their teachers, administrators, peers and other aspects of their experiences at school. The below chart provides a summary of stakeholder survey feedback and includes plus statements (strengths) and delta statements (areas of improvement) below it.

| Standard | Student Survey Item | Student Score | Educator Survey Item | Educator Score |
|---|---|---|---|---|
| 5 | Not Applicable (N/A) | N/A | 6 | 89% |
| 6 | N/A | N/A | 22 | 85% |
| 7 | 6 | 59% | 5 | 96% |
| 12 | 13 | 46% | 8 | 85% |
| 14 | 16 | 55% | 19 | 89% |
| 15 | 8 | 76% | 7 | 86% |
| 15 | 16 | 55% | 19 | 89% |
| 17 | 15 | 59% | 18 | 93% |
| 21 | 13 | 46% | 12 | 89% |
| 21 | N/A | N/A | 9 | 70% |
| 23 | 16 | 55% | 19 | 89% |
| 23 | 17 | 66% | N/A | N/A |
| 26 | N/A | N/A | 21 | 92% |
| 28 | 11 | 57% | 15 | 93% |
| 28 | 12 | 52% | N/A | N/A |
| 30 | 19 | 62% | 20 | 93% |

## Summary of Stakeholder Survey Results

**Plus**

- Ninety-six percent (96%) of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (E5)."
- Eighty-nine percent (89%) of educators agreed/absolutely agreed that "at my institution, we work closely with each other and our stakeholders to support learners (E6)."
- Eighty percent (86%) of educators agreed/absolutely agreed that "at my institution, we use learner information to make decisions about distributing resources (E7)."
- Eighty-five percent (85%) of educators agreed/absolutely agreed that "at my institution, we deliver instruction that considers learners' needs, interests, and potential (E8)."
- Eighty-nine percent (89%) of educators agreed/absolutely agreed that "at my institution, we uphold high expectations for learning (E12)."
- Ninety-three percent (93%) of educators agreed/absolutely agreed that "in the last 30 days, I provided opportunities to help learners acquire skills needed for their future (E15)."
- Eighty-nine percent (89%) of educators agreed/absolutely agreed that "in the last 30 days, I provided opportunities for learners that align to their needs (E18)."
- Eighty-nine percent (89%) of educators agreed/absolutely agreed that "in the last 30 days, I used a variety of resources to meet learners' needs and interests (E19)."
- Ninety-three percent (93%) of educators agreed/absolutely agreed that "in the last 30 days, I used a variety of information to determine learners' progress (E20)."
- Ninety-two percent (92%) of educators agreed/absolutely agreed that "in the last 30 days, I used a variety of information for decision-making that affected my area of responsibility (E21)."
- Eighty-five percent (85%) of educators agreed/absolutely agreed that "in the last 30 days, we participated in learning experiences that increased my knowledge and skills (E22)."

**Delta**

- Fifty-nine percent (59%) of students agreed/absolutely agreed that "the adults try new things to improve our school (S6)."
- Fifty-seven percent (57%) of students agreed/absolutely agreed that "in the past 30 days, I had lessons that will prepare me for my future (S11)."
- Fifty-two percent (52%) of students agreed/absolutely agreed that "in the last 30 days, I had lessons that made me want to learn new things (S12)."
- Forty-six percent (46%) of students agreed/absolutely agreed that "in the last 30 days that I had lessons that were changed to meet my needs (S13)."
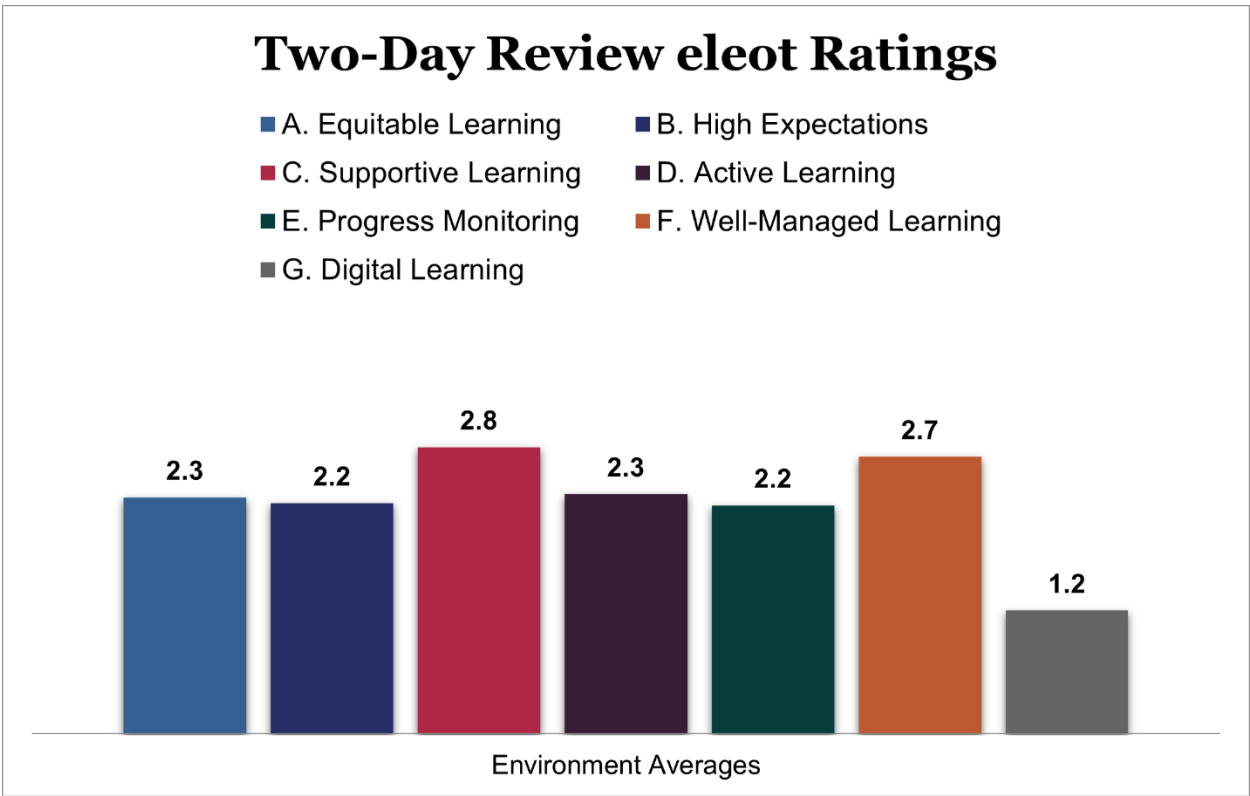
- Fifty-nine percent (59%) of students agreed/absolutely agreed that "in the last 30 days, I had lessons that made me think in new ways (S15)."
- Fifty-five percent (55%) of students agreed/absolutely agreed that "in the past 30 days, I had a variety of resources to help me learn about things that I like (S16)."
- Sixty-six percent (66%) of students agreed/absolutely agreed that "in the last 30 days, I had digital tools to use to improve my learning (S17)."
- Sixty-two percent (62%) of students agreed/absolutely agreed that "in the last 30 days, I had many ways to show my teachers what I learned (S19)."

# 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 four-point scale. During the review, team members conducted eleot™ observations in 16 classrooms.

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

**Two-Day Review eleot Ratings**

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

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| 2.3 | 2.2 | 2.8 | 2.3 | 2.2 | 2.7 | 1.2 |

Environment Averages

## Summary of eleot™ Data

**Equitable Learning Environment**

**Plus**

- Learners who had equal access to classroom discussions, activities, resources, technology and support (A2) were evident/very evident in 82% of the classrooms.
- Learners who were treated in a fair, clear and consistent manner (A3) were evident/very evident in 82% of the classrooms.

**Delta**

- Learners who engaged in differentiated learning opportunities and/or activities that met their needs (A1) were evident/very evident in 6% of the classrooms.
- Learners who demonstrated and/or had opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4) were evident/very evident in 19% of the classrooms.

**High Expectations Learning Environment**

**Plus**

- Percentages were not high enough to qualify for a plus.

**Delta**

- Learners who strived to meet or were able to articulate the high expectations established by themselves and/or the teacher (B1) were evident/very evident in 19% of the classrooms.
- Learners who engaged in activities and learning that were challenging but attainable (B2) were evident/very evident in 38% of the classrooms.
- Learners who demonstrated and/or were able to describe high-quality work (B3) were evident/very evident in 25% of the classrooms.
- Learners who engaged in rigorous coursework, discussions and/or tasks that required the use of higher-order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4) were evident/very evident in 38% of the classrooms.
- Learners who took responsibility for, and were self-directed in their learning (B5) were evident/very evident in 31% of the classrooms.

**Supportive Learning Environment**

**Plus**

- Learners who were supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3) were evident/very evident in 81% of the classrooms.

- Learners who demonstrated a congenial and supportive relationship with their teacher (C4) were evident/very evident in 82% of the classrooms.

**Delta**

- Learners who demonstrated a sense of community that is positive, cohesive, engaged and purposeful (C1) were evident/very evident in 69% of the classrooms.
- Learners who took risks in learning (without fear of negative feedback) (C2) were evident/very evident in 69% of the classrooms.

### Active Learning Environment

**Plus**

- Percentages were not high enough to qualify for a plus.

**Delta**

- Learners whose discussions/dialogues/exchanges with each other and teachers predominated (D1) were evident/very evident in 44% of the classrooms.
- Learners who made connections from content to real-life experiences (D2) were evident/very evident in 50% of the classrooms.
- Learners who were actively engaged in the learning activities (D3) were evident/very evident in 44% of the classrooms.
- Learners who collaborated with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4) were evident/very evident in 44% of the classrooms.

### Progress Monitoring Learning Environment

**Plus**

- Percentages were not high enough to qualify for a plus.

**Delta**

- Learners who monitored their own progress or had mechanisms whereby their learning progress was monitored (E1) were evident/very evident in 19% of the classrooms.
- Learners who received/responded to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2) were evident/very evident in 37% of the classrooms.
- Learners who demonstrated and/or verbalized understanding of the lesson/content (E3) were evident/very evident in 50% of the classrooms.
- Learners who understood and/or were able to explain how their work was assessed (E4) were evident/very evident in 19% of the classrooms.

**Well-Managed Learning Environment**

**Plus**

- Learners who spoke and interacted respectfully with teacher(s) and each other (F1) were evident/very evident in 82% of the classrooms.

**Delta**

- Learners who transitioned smoothly and efficiently from one activity to another (F3) were evident/very evident in 50% of the classrooms.
- Learners who used class time purposefully with minimal wasted time or disruptions (F4) were evident/very evident in 56% of the classrooms.

**Digital Learning Environment**

**Plus**

- Percentages were not high enough to qualify for a plus.

**Delta**

- Learners who used digital tools/technology to gather, evaluate, and/or use information for learning (G1) were evident/very evident in 6% of the classrooms.
- Learners who used digital tools/technology to conduct research, solve problems and/or create original works for learning (G2) were evident/very evident in 19% of the classrooms.
- Learners who used digital tools/technology to communicate and work collaboratively for learning (G3) were evident/very evident in 0% of the classrooms.

# Findings from the Two-Day Review Team

The Two-Day Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings. These findings are guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The insights from the review provide contextualized information from the team deliberations and provide information about the team's analysis of the school's learning environment.

Powerful Practices are identified by the Two-Day Review Team as indicators that the institution has successfully implemented, monitored, and adjusted its practices to ensure effectiveness. These practices may be leveraged to improve areas of concern moving forward.

Improvement Priorities (IPs) enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Two-Day Review Team to have the greatest impact on improving student performance and the school's learning environment.

Potential Leader Actions include the next steps for school leadership to consider as they move toward the implementation of identified improvement priorities.

## School Improvement Priority 1

**Standard 7:** Leaders guide professional staff members in a continuous improvement process focused on learners' experiences and needs.

**Action Statement:** Refine, communicate, implement and monitor a system for schoolwide continuous improvement based on individual learners' needs and instructional effectiveness.

**Evidence and Rationale:**

**School and Student Performance Data**
The review of the student performance data for James E Bazzell Middle School revealed the percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in 8th-grade reading, math and editing and mechanics was 37%. Similarly, the percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in 7th-grade reading was 40% and math was 39%. Additionally, the percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in 7th-grade science was 19%. The percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in 8th-grade social studies was 29%. Finally, the percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in 8th-grade on-demand writing was 49%.

**Stakeholder Survey Data**
Recent perception surveys completed by 286 students and 27 educators provided insight into the school's learning environment. Eighty-five percent (85%) of educators agreed/absolutely agreed that "in the last 30 days, we participated in learning experiences that increased my knowledge and skills (E22)." Additionally, 96% of educators agreed/absolutely agreed that "at

my institution, we base our improvement efforts on learners' needs (E5)." Moreover, 89% agreed/absolutely agreed that "at my institution, we uphold high expectations for learning (E12)." However, 70% agreed/absolutely agreed that "at my institution, we provide an instructional environment where all learners thrive (E9)." Fifty-nine percent (59%) of students agreed/absolutely agreed that "the adults try new things to improve our school (S6)." Finally, 46% of students agreed/absolutely agreed that "in the last 30 days I had lessons that were changed to meet my needs (S13)."

**Classroom Observation Data**

The eleot observation tool does not have specific indicators that support Cognia Standard 7.

**Stakeholder Interviews, Documents and Artifact Review**

Stakeholder interviews, documents and artifacts revealed a lack of fidelity in the implementation of a continuous improvement process for many systems within the school. While the principal interview revealed a process to simplify the comprehensive school improvement plan (CSIP) into a one-page document for stakeholder use, most stakeholder interviews revealed limited knowledge of the process to develop it. Additionally, many stakeholders could not speak to the goals, objectives, strategies and activities within the CSIP or how it guides the daily work within the classroom.  A review of the artifacts, principal presentation and stakeholder interviews revealed the existence of a walkthrough instrument; however, school leadership lacked a systematic method for its implementation, resulting in inconsistent feedback for teachers. Furthermore, stakeholder interviews revealed that the academic instructional coach was the primary support for improving professional practice, creating some confusion of who is perceived as the school's instructional leader.

Stakeholder interviews, observational data and a review of artifacts revealed that data analysis lacked specificity regarding individual students' needs, resulting in limited differentiation to meet learners' needs.

**Potential Leader Actions:**

- The school leadership should refine the current professional learning community (PLC) process to clearly communicate expectations for data analysis to identify and address individual learner needs.
- The school leadership should develop a walkthrough schedule utilizing all members of the instructional leadership team to regularly provide feedback to all teachers regarding instructional effectiveness.
- The school leadership should develop a system to provide coaching to all teachers at the conclusion of each walkthrough cycle to improve professional practice.
- The school leadership should utilize all members of the instructional leadership team to address teachers' coaching needs.
- The school leadership should develop a process to analyze and use current and trend data from walkthroughs and assessments to provide individualized teacher coaching.

## Two-Day Review Strengths and Areas for Improvement

The strengths noted below highlight the school's positive practices while areas for improvement highlight what the school should develop or enhance regarding its learning environment.

**Strengths:**

- The school has established a culture of care and concern for students.
- The school has cultivated a family-type atmosphere.
- The school leadership has established an intervention period, referred to as "What I Need (WIN)" to support Tier 2 and Tier 3 interventions.
- The school's leadership utilizes benchmark assessments to determine students' performance levels and identification for WIN.
- The school has implemented "Bazzell Bucks" as part of the positive behavioral interventions and supports (PBIS) system to reward students.
- The school exhibits a desire to learn and grow for the benefit of students.

**Areas of Improvement:**

- The school's leadership should refine the current PLC process to clearly communicate expectations for data analysis to identify and address individual learner needs.
- The school's leadership should develop a walkthrough schedule utilizing all members of the instructional leadership team to regularly provide feedback to all teachers on instructional effectiveness.
- The school's leadership should develop a system to provide coaching to all teachers at the conclusion of each walkthrough cycle to improve professional practice.
- The school's leadership should utilize all members of the instructional leadership team to address teachers' coaching needs.
- The school's leadership should develop a process to analyze and use current and trend data from walkthroughs and assessments to provide individualized teacher coaching.
- The school should refine and clearly communicate the grading protocol and expectations to define the number and frequency of summative assessments throughout the grading period.