Report of the Diagnostic Review Team for Byck Elementary

2328 Cedar Street
Louisville
KY 40212
US

Tamara Darden
Principal

Date: February 16, 2016 - February 19, 2016

Copyright (c) 2016 by Advance Education, Inc. AdvancED™ grants to the Institution, which is the subject of the Diagnostic Review Team Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED™.

Table of Contents

Introduction . . . 4
Results . . . 7
Teaching and Learning Impact . . . 7
Standard 3 - Teaching and Assessing for Learning . . . 8
Standard 5 - Using Results for Continuous Improvement . . . 9
Student Performance Diagnostic . . . 9
Effective Learning Environments Observation Tool (eleot™) . . . 10
eleot™ Data Summary . . . 13
Findings . . . 16
Leadership Capacity . . . 25
Standard 1 - Purpose and Direction . . . 26
Standard 2 - Governance and Leadership . . . 26
Stakeholder Feedback Diagnostic . . . 26
Resource Utilization . . . 28
Standard 4 - Resources and Support Systems . . . 28
Conclusion . . . 30
Addenda . . . 33
Team Roster . . . 33
About AdvancED . . . 34
References . . . 35
Attachments . . . 36

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research-aligned AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning and operations.

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Byck Elementary School hosted a Diagnostic Review on February 16-19, 2016. The on-site review involved a five member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of findings.

Prior to the start of the Diagnostic Review, the Team engaged in communications through emails, phone calls and an online meeting as part of its preparation for an intensive study, review and analysis of the Report and various documents provided by the school. The Lead Evaluator and Co-Lead Evaluator also conducted phone

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

calls and exchanged email messages with key leaders of the institution. School leaders planned and conducted an Internal Review that involved preparation of a Diagnostic Report by gathering supporting evidence and engaging a range of stakeholder groups. Subsequently, the review was completed and submitted to the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school's Self Assessment and other diagnostics were sufficiently organized and easily accessed by members of the Diagnostic Review Team.

A total of 41 stakeholders were interviewed, and 22 classrooms were observed during the Diagnostic Review. Throughout the review process, school leaders and faculty and staff members appeared thoughtful in their reflections and open in discussions about continuous improvements at Byck Elementary School.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Byck Elementary School for their hospitality throughout the visit. Appreciation is also extended to the Byck administration, faculty and staff for their preparations, prompt responses to the Team's requests and commitment to the process.

Stakeholders were interviewed by members of the Diagnostic Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	5
Instructional Staff	12
Support Staff	8
Students	11
Parents/Community/Business Leaders	5
Total	**41**

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Results

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. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.60
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.40
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.40
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.60
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.60
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.80

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.80
3.11	All staff members participate in a continuous program of professional learning.	1.60
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.00

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.80
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1.20
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.20
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.40
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1.40

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

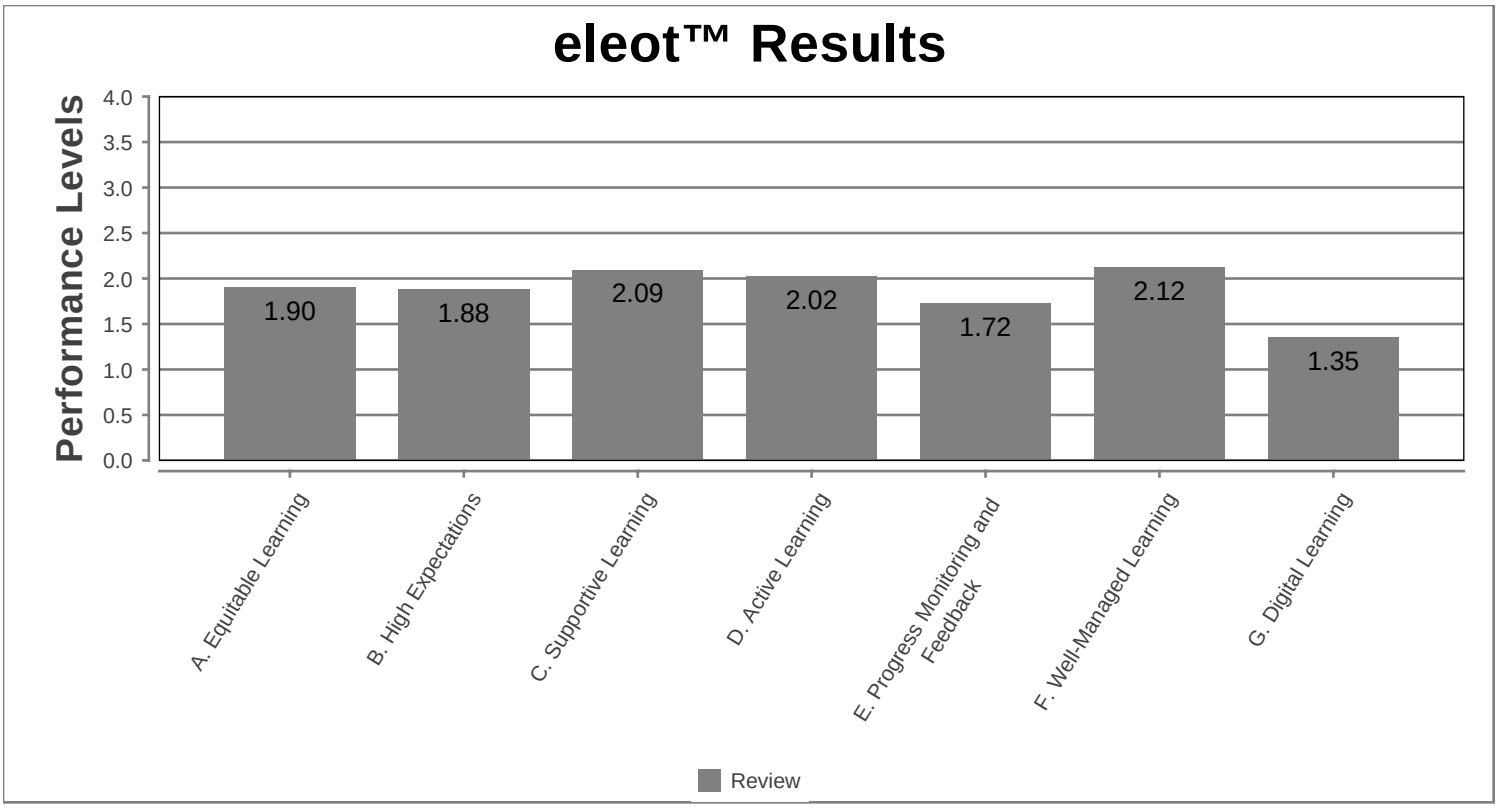
Evaluative Criteria	Review Team Score
Assessment Quality	2.60
Test Administration	3.00
Equity of Learning	1.60
Quality of Learning	1.80

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Effective Learning Environments Observation Tool (eleot™)

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 (eleot™) 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 Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



During the Review, Team Members conducted eleot™ classroom observations in 22 core content classrooms. Four Learning Environments (Equitable, High Expectations, Progress Monitoring and Feedback and Digital) received overall ratings of less than 2 on a 4.0 scale. The Well-Managed Learning Environment had the highest overall rating of all seven Learning Environments with a rating of 2.12 on a 4.0 scale. Observation data revealed that students "Speaks and interacts respectfully with teachers and peers" (F1) received the highest rating of 2.50 on a 4 scale. The lowest rated Indicators were "Understands how his/her work is assessed" (E4)

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

rated as a 1.5 on a 4 scale as well as "Is provided exemplars of high quality work" (B3) rated a 1.18 on a 4.0 scale, suggesting that low expectations for student performance exists.

Observations revealed that effective Learning Environments existed in a limited number of classrooms, which reflected the relatively low frequency of evident/very evident for many of the eleot items. Data indicated that observers seldom detected differentiated learning opportunities, the existence of high academic expectations, challenging and rigorous coursework and questioning that required students to use higher order thinking skills, high levels of student engagement and student-centered technology.

The overall average score for the Equitable Learning Environment was 1.90 on a 4.0 scale. Instances in which students were provided "differentiated learning opportunities and activities to meet her/his needs," (A1) were evident/very evident in 27 percent of classrooms. Observers did not detect any differentiated instructional activities in 73 percent of classrooms. Instances in which students demonstrated that they knew that "rules and consequences are fair, clear and consistently applied" (A3) were evident/very evident in 23 percent of classrooms. Observers noted that students often did not follow established procedures or routines in many classrooms. Observation data showed that classroom routines had either not been taught or that teacher expectations were low.

The average overall score for the High Expectations Learning Environment was 1.88 on a 4.0 scale. Instances in which observers detected that students knew and were striving "to meet the high expectations established by the teacher" (B1) were evident/very evident in 36 percent of classrooms. Similarly, 32 percent of students responded evident/very evident that they were tasked with "activities and learning that are challenging but attainable" (B2). Instances in which observers detected that students were engaged in "rigorous coursework, discussions and/or tasks" (B4) were evident/very evident in 23 percent of classrooms. Of particular concern to the Team was that evidence of academic rigor was not observed in 77 percent of classrooms. Finally, instances in which students were "asked and responded to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" (B5) were evident/very evident in five percent of classrooms. These results stand in contrast to the school's stated vision and commitment of high expectations for all students. Observers noted that few questions asked by teachers were challenging and required students to use higher order thinking skills. The Team seldom observed the use of exemplars or high quality student work to communicate learning expectations or the use of rubrics or opportunities for students to revise work based on teacher feedback.

The average overall score for the Supportive Learning Environment was 2.09 on a 4.0 scale. Instances in which students were provided "support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 27 percent of classrooms. Similarly, instances in which observers detected that students were provided "additional or alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) were evident/very evident in nine percent of classrooms. The observers noted that most students were completing the same low level tasks. Instances in which students demonstrated that they felt comfortable in taking "risks in learning (without fear of negative feedback)" (C3) were evident/very evident in 14 percent of classrooms. Observers noted that teachers asked few challenging questions that required students to use higher order thinking skills.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

The overall average score for the Active Learning Environment was 2.02 on a 4.0 scale. Instances in which students were able to "make connections from content to real-life experiences" (D2) were evident/very evident in only five percent of classrooms. Opportunities for students to solve problems, apply their learning, make connections to other academic disciplines, discuss or share their perspectives with peers, etc. were rare. Occasions when students were able to ask questions, engage in cooperative group work, or complete an activity or task were rarely observed. Data suggested that, to a very large extent, students were expected to learn by passively listening to the teacher.

The overall average score for the Progress Monitoring and Feedback Learning Environment was 1.72 on a 4.0 scale. Instances in which students were "asked and/or quizzed about individual progress/learning" (E1) were evident/very evident in nine percent of classrooms. Additionally, instances in which it was apparent that students understood "how her/his work is assessed" (E4) were evident/very evident in zero percent of classrooms.

The overall average score for the Well-Managed Learning Environment was 2.12 on a 4.0 scale, which was the highest rated Learning Environment. Observers detected that instances in which students knew "classroom routines, behavioral expectations and consequences" (F5) were evident/very evident in 27 percent of classrooms. The Team noted that students seldom followed classroom routines (e.g., listening for directions, transitioning smoothly between class activities, waiting their turn to speak, raising hands to ask questions, staying in their learning spaces).

The Team eleot™ average rating for the Digital Learning Environment was 1.35 on a 4.0 scale, which was the lowest rated Learning Environment. Observers noted that instances in which students "used digital tools/technology to work collaboratively for learning" (G3) were evident in five percent of classrooms. While other data and observations confirmed that technology was available for student use, observers rarely detected students using technology to gather, evaluate, research and use information for learning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.77	Has differentiated learning opportunities and activities that meet her/his needs	4.55%	22.73%	18.18%	54.55%
2.	2.45	Has equal access to classroom discussions, activities, resources, technology, and support	4.55%	40.91%	50.00%	4.55%
3.	2.27	Knows that rules and consequences are fair, clear, and consistently applied	4.55%	18.18%	77.27%	0.00%
4.	1.09	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	0.00%	9.09%	90.91%
Overall rating on a 4 point scale: 1.90						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.27	Knows and strives to meet the high expectations established by the teacher	4.55%	31.82%	50.00%	13.64%
2.	2.32	Is tasked with activities and learning that are challenging but attainable	9.09%	22.73%	59.09%	9.09%
3.	1.18	Is provided exemplars of high quality work	0.00%	0.00%	18.18%	81.82%
4.	2.05	Is engaged in rigorous coursework, discussions, and/or tasks	4.55%	18.18%	54.55%	22.73%
5.	1.59	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0.00%	4.55%	50.00%	45.45%
Overall rating on a 4 point scale: 1.88						

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.41	Demonstrates or expresses that learning experiences are positive	4.55%	36.36%	54.55%	4.55%
2.	2.32	Demonstrates positive attitude about the classroom and learning	4.55%	31.82%	54.55%	9.09%
3.	1.68	Takes risks in learning (without fear of negative feedback)	4.55%	9.09%	36.36%	50.00%
4.	2.27	Is provided support and assistance to understand content and accomplish tasks	9.09%	18.18%	63.64%	9.09%
5.	1.77	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4.55%	4.55%	54.55%	36.36%
Overall rating on a 4 point scale: 2.09						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.27	Has several opportunities to engage in discussions with teacher and other students	9.09%	22.73%	54.55%	13.64%
2.	1.45	Makes connections from content to real-life experiences	0.00%	4.55%	36.36%	59.09%
3.	2.32	Is actively engaged in the learning activities	4.55%	27.27%	63.64%	4.55%
Overall rating on a 4 point scale: 2.02						

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.73	Is asked and/or quizzed about individual progress/learning	0.00%	9.09%	54.55%	36.36%
2.	1.86	Responds to teacher feedback to improve understanding	4.55%	4.55%	63.64%	27.27%
3.	2.14	Demonstrates or verbalizes understanding of the lesson/content	4.55%	4.55%	90.91%	0.00%
4.	1.05	Understands how her/his work is assessed	0.00%	0.00%	4.55%	95.45%
5.	1.82	Has opportunities to revise/improve work based on feedback	9.09%	4.55%	45.45%	40.91%
Overall rating on a 4 point scale: 1.72						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.50	Speaks and interacts respectfully with teacher(s) and peers	9.09%	31.82%	59.09%	0.00%
2.	2.36	Follows classroom rules and works well with others	4.55%	31.82%	59.09%	4.55%
3.	1.77	Transitions smoothly and efficiently to activities	4.55%	9.09%	45.45%	40.91%
4.	1.73	Collaborates with other students during student-centered activities	9.09%	9.09%	27.27%	54.55%
5.	2.23	Knows classroom routines, behavioral expectations and consequences	4.55%	22.73%	63.64%	9.09%
Overall rating on a 4 point scale: 2.12						

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.55	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0.00%	13.64%	27.27%	59.09%
2.	1.32	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4.55%	4.55%	9.09%	81.82%
3.	1.18	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	4.55%	9.09%	86.36%
Overall rating on a 4 point scale: 1.35						

Findings

Improvement Priority

Ensure all improvement planning initiatives are generated from a systematic, collaborative and continuous improvement planning process that establishes measures of effectiveness and uses findings from analyzing a variety of sources of data to evaluate program effectiveness and adjust or discontinue programs that fail to significantly contribute to student success.
(Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis , SP2. Test Administration)

Primary Indicator
Indicator 5.2

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments to this report, did not suggest that school personnel use data to monitor continuous school improvement, student learning, instructional practices and programmatic/organizational effectiveness. Performance data showed that Byck Elementary School did not meet its Annual Measurable Objective (AMO) for the 2013-2014 or 2014-2015. Kentucky Performance Rating for Educational Progress (K-PREP) scores in 2013-2014 and 2014-2015 for all content areas were significantly below state averages. Students did not reach the Proficiency or Gap Delivery targets in any content area.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, revealed that highly effective instructional practices were not consistently implemented across the school. For

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

example, instances in which students were “engaged in rigorous coursework, discussions, and/or tasks” (B4) were evident/very evident in 23 percent of classrooms. Observation data also revealed that teachers seldom used cooperative groups or student-centered learning activities. In many classrooms, observers noted students rarely exhibited enthusiasm; rather, students often were passively engaged in learning activities. Observers reported a high degree of compliant behavior.

Stakeholder Interviews:

Interview data revealed that staff members had engaged in initial conversations about the need to increase curriculum rigor. Interview data also indicated that many teachers spent a great deal of instructional time managing student behavior, which often left little time for individualized instruction.

Interview data revealed that while student formative and summative achievement data were collected, it was unclear how data were used to change instruction. Data were analyzed to create improvement plans, but a process to evaluate the effectiveness of programs or plans was not fully functioning. Interview data revealed that some initiatives and programs (Positive Behavior Intervention Supports, Big Apple club for new teachers, Journeys reading program, Reading Recovery, Bellarmine Project, classroom Dojo, My Math, Response to Intervention programs, Moby Max) were minimally monitored. In addition, many teachers also reported that they felt unsupported and unprepared to implement these initiatives and programs.

Interview data revealed that school leaders have conducted few walkthroughs in some classrooms this school year. Limited evidence existed to support that school leaders routinely provided meaningful feedback to teachers.

Documents and Artifacts:

A review of documents and artifacts (e.g., 30/60/90 day plans, Positive Behavior Intervention Supports data, Comprehensive School Improvement Plan) indicated the degree to which a consistent process existed to continuously gather, analyze and apply data from multiple sources to guide or make modifications to improvement planning initiatives was not apparent or well documented. Results of improvement planning were mixed. For example, minimal evidence showed that the school used a systematic and continuous process to evaluate the effectiveness of improvement planning programs.

While the school regularly used state and local level assessment data to set goals and place students in reading and math intervention groups, artifact reviews and stakeholder interview data suggested that data were not routinely used to adjust classroom level curriculum or instructional practices.
Results from the 2015 Teaching, Empowering , Leading and Learning (TELL) survey supported that the effectiveness of programs was not being monitored as only 39 percent of teachers agreed with the following statement, “professional development is evaluated and results are communicated to teachers.”

Student Performance Diagnostic:

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Improvement Priority

Identify and systematically implement instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines and use of technology as instructional resources and learning tools. Additionally, incorporate on-task behavior and appropriate classroom management practices to ensure a safe learning environment. Coach teachers in the use of these instructional strategies and classroom management practices and monitor to ensure instruction is engaging, student centered, aligned to the learning expectations and highly effective. (Indicator 3.3)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments to this report, showed some improvement over the previous three years, but did not suggest that the school has well established and systematic processes to monitor instructional effectiveness and implementation of the curriculum. Performance data showed that Byck Elementary School did not meet its Annual Measurable Objective (AMO) for the 2013-2014 or 2014-2015 school years. In the 2013-2014 and 2014-2015 school years, Kentucky Performance Rating for Educational Progress (K-PREP) scores in all content areas were significantly below the state averages. Students did not reach the Proficiency or Gap Delivery targets in any content area. The percentage of students scoring at proficient and distinguished levels on the K-PREP increased from 2013-2014 to the 2014-2015 in third and fifth grade reading, third and fifth grade math, social studies and writing. However, the percentage of students scoring at proficient and distinguished levels in fourth grade reading and math decreased. No content area scores reached or exceeded state averages.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, suggested that teachers were not consistently using effective differentiated instructional strategies. In 27 percent of classrooms, it was evident/very evident that students had “differentiated learning opportunities and activities that meet his/her needs” (A1). Further, the data also revealed that in 23 percent of classrooms, it was evident/very evident that students were “engaged in rigorous coursework discussions, and/or tasks” (B4). Observers noted that higher order questioning was not present. In fact, in classrooms observed, five percent of students were “asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” (B5). Instances of students “actively engaged in the learning activities” (D3) were evident/very

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

evident in 32 percent of classrooms. Observers noted that in a majority of the classrooms students were not engaged in collaborative activities. In 18 percent of classrooms, it was evident/very evident that students “collaborate with other students during student-centered activities” (F4). Further noted, it was evident/very evident that 32 percent of the students “have several opportunities to engage in discussions with teacher and other students” (D1) based on classroom observations. Observers noted that students rarely used digital tools. Instances of students, for example, who “use digital tool/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in 14 percent of the classrooms. Data indicated the primary mode of instruction was predominantly whole group, direct instruction supported by printed material (e.g., worksheets, workbooks).

Stakeholder Survey Data:

Staff survey data conflicted with both eleot™ observation results and documented walkthroughs by the administration. Eighty-seven percent of staff agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” Eighty-two percent of staff agreed/strongly agreed with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.” Seventy-seven percent of staff agreed/strongly agreed with the statement, “All teachers in our school use a variety of technologies as instructional resources.” Staff survey data suggested that effective strategies were implemented across the school, but effective use of technology was limited. These data, however, were inconsistent with eleot™ observation data, which indicated these strategies were used in few classrooms. Observation data cannot confirm the use of these effective practices.

Stakeholder Interviews:

In interviews, teachers and administrators reported the use of a variety of instructional practices (e.g., Fundamental 5, Daily 3, Math Mats, close reading, guided reading). Based on eleot™ observations, observers noted few of these strategies were implemented consistently and with fidelity. In addition, staff and student interview data revealed instructional time was often interrupted due to student off task and misbehaviors, which may contribute to the absence of engaging and effective instructional strategies identified through eleot™ observation data and administrative observation documentation.

Review of Documents and Artifacts:

A review of documents and artifacts showcased pictures of teachers and students using technology, professional learning presentations, literacy and math initiatives, daily 3 math lessons, anchor charts and math workshop models. However, walkthrough and observation data did not reveal evidence for this standard. The Team recognized instructional practices were being explored and professional learning were being addressed; however, due to lack of consistent walkthrough observations and other data, limited evidence existed to suggest that professional learning of instructional practices was effective and improving professional practices.

Improvement Priority

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Improve and monitor a systematic mentoring, coaching and induction program for teachers that guarantees instructional and classroom management improvements. Ensure that classroom walkthroughs and classroom observations are conducted on a consistent basis and feedback and coaching are provided to improve teacher effectiveness and support school values and beliefs about teaching and learning.
(Indicator 3.7)

Primary Indicator
Indicator 3.7

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an attachment to this report, did not suggest that school personnel used data to evaluate continuous school improvement, student learning, instructional practices and programmatic and organizational effectiveness. Performance data revealed that Byck Elementary School did not meet its Annual Measurable Objective (AMO) in 2013-2014 or 2014-2015. In addition, Kentucky Performance Rating for Educational Progress (K-PREP) scores for all content areas in the 2013-2014 and 2014-2015 were significantly below state averages. Students did not reach the Proficiency or Gap Delivery targets in any content area.

Stakeholder Survey Data:

Survey data showed mixed results. Staff survey data suggested that a mentoring, coaching and induction program was established as evidenced by 85 percent of staff members reporting that they agreed/strongly agreed with the statement, “In our school, staff members provide peer coaching to teachers.” Similarly, 80 percent of staff members indicated that they agreed/strongly agreed with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.” Conversely, survey data indicated that only 42 percent of students agreed with the statement “In my school students treat adults with respect.”

Stakeholder Interviews:

Stakeholder interview data revealed the need to refine the teacher mentoring, coaching and induction process to include powerful instructional practices (e.g., individualization, personalization). Data revealed that while the current program was helpful with literacy and math instruction; a majority of teachers needed effective classroom management strategies. One downfall of the current mentoring program was that it was only offered to teachers with five or less years of experience, which did not address the needs of teachers in a school with a great deal of behavior concerns.

Review of Documents and Artifacts:

A review of documents and artifacts showed the school used a variety of initiatives (e.g., Big Apple Club, Peer

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

observations, teacher needs assessment, master teacher schedule, Kentucky Teacher Internship Program mentor list, literacy and math walkthroughs, math and literacy observation forms/feedback sheets and an administration walkthrough plus/delta form). A review of the Teaching, Empowering, Leading, Learning (TELL) 2015 data revealed that only 17 percent of staff agreed with the following statement, “students at this school follow rules of conduct.” Even though multiple coaching and mentoring opportunities are available, interview data suggested individual teacher needs have not been met. Numerous staff members reported an immediate need for individualized and personalized mentoring and coaching in classroom management strategies for all staff members, regardless how much experience levels. An effective teacher mentoring and coaching process can be a powerful catalyst for improved professional practices.

Improvement Priority

Refine the existing process of monitoring instructional effectiveness by strategically analyzing data (e.g., classroom walkthroughs, assessment, student work) and using findings to continuously improve instructional practices through feedback to teachers about teaching (e.g., student engagement, rigor) and student achievement. The revised monitoring process should align instruction with the values and beliefs of the school, the curriculum and teacher oversight of student learning.
(Indicator 3.4)

Primary Indicator
Indicator 3.4

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments to this report, showed slight improvements over the previous three years, but did not suggest that the school has well-established and systematic processes to monitor instructional effectiveness and implementation of the curriculum. Performance data showed that Byck Elementary School did not meet its Annual Measurable Objective (AMO) for 2013-2014 or 2014-2015. Kentucky Performance Rating for Educational Progress (K-PREP) scores for all content areas in 2013-2014 and 2014-2015 were significantly below state averages. Students did not reach the Proficiency or Gap Delivery targets in any content area. The percentage of students scoring at proficient and distinguished levels on the K-PREP increased from the 2013-2014 to 2014-2015 in third and fifth grade reading, third and fifth grade math, social studies and writing. The percentage of students scoring at the proficient and distinguished levels in fourth grade reading and math, however, has decreased. In no content area did student scores reach or exceed state averages.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, suggested that school leadership has not developed systematic processes for monitoring instructional effectiveness and ensuring that every student has access to challenging and equitable learning experiences.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Observation data showed that instances of students having “differentiated learning opportunities that meet his/her needs” were evident/very evident in only 27 percent of classrooms (A1). For example, instances in which “students understand how their work is assessed” were evident/very evident in zero percent of classrooms (E4). In addition, it was evident/very evident in only five percent of the classrooms that students were “asked and respond to questions that require higher order thinking” (B5).

The Team concluded that if an effective monitoring system were established and fully implemented that routines, procedures, instructional strategies and rigor would be more evident.

Stakeholder Survey Data:

Stakeholder survey data showed mixed results related to the effectiveness of the instructional monitoring process. Staff members were satisfied with supervision, accountability and monitoring. Conversely, administrator survey data did not reflect a high degree of agreement. Eighty-three percent of teachers, for example, agreed/strongly agreed with the statement, “The school’s purpose statement is based on shared values and beliefs that guide decision making.” Only 50 percent of the administrators, however, agreed/strongly agreed with this statement.

Additionally, 79 percent of teachers agreed/strongly agreed with the statement, “Our leaders hold all staff members accountable for student learning.” Yet, only 50 percent of administrators agreed/strongly agreed with this same statement.

Stakeholder Interviews:

Stakeholder survey data indicated that the school had an instructional framework. However, observation data revealed the need to strengthen instructional programs in several areas (e.g., student engagement, rigor, varied effective instructional strategies, differentiated instruction).

Stakeholder interview data showed that the improvement of school culture has been the school’s highest priority. Interviews with internal and external stakeholders revealed a lack of high expectations for instructional improvements (e.g., teaching to the approved curriculum, implementing rigorous instruction).

Interview data indicated that students considered most of their classes to be “easy" and expressed a desire for more challenging learning tasks to ensure that they are prepared for the next level.

Documents and Artifacts:

A review of curricular documents, student performance data, meeting agendas and minutes for professional learning community sessions, school policies, curriculum maps, lesson plans, survey results and teacher evaluation procedures indicated a need to enhance the monitoring of instructional practices to ensure student success.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Interview data also indicated that lesson plans were not monitored to ensure the intentional inclusion of highly effective engagement strategies at the appropriate level of rigor.

In addition, the 2015 Teaching, Empowering, Leading and Learning (TELL) survey results indicated that less than 50 percent of the teachers surveyed perceived that the faculty and leadership have a shared vision.

Improvement Priority

Refine, support and monitor the effectiveness of a systematic schoolwide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, 3) given multiple opportunities to demonstrate understanding and learning of context through daily formative assessments and 4) given specific and timely feedback directly impacting next steps in learning.
(Indicator 3.6)

Primary Indicator
Indicator 3.6

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an attachment to this report, did not suggest that an effective instructional process had been systematically refined. Student performance data reflected scores consistently below the state average, suggesting that the school has not established a well-defined instructional process to guide staff disaggregating and analyzing data and modifying instruction based on findings. Performance data showed that Byck Elementary School did not meet its Annual Measurable Objective (AMO) in 2013-2014 or 2014-2015. Kentucky Performance Rating for Educational Progress (K-PREP) scores in 2013-2014 and 2014-2015 for all content areas were significantly below state averages. Students did not reach the Proficiency or Gap Delivery targets in any content area. The percentage of students scoring at proficient and distinguished levels on the K-PREP increased from the 2013-2014 to 2014-2015 in third and fifth grade reading, third and fifth grade math, social studies and writing. However, the percentage of students scoring at proficient and distinguished levels in fourth grade reading and math has decreased.

Classroom Observation Data:

Classroom observation results, as detailed in the Teaching and Learning Impact section of this report, revealed that a school wide instructional process has not been systematically implemented. It was evident/very evident in 32 percent of classrooms that students experienced “activities and learning that are challenging but attainable” (B2). It was evident/very evident in zero percent of classrooms that students were “provided exemplars of high quality work” (B3), suggesting this powerful practice has not been used to guide student learning. Formative assessment practices, in general, were seldom observed. For example, instances in which students were “asked and quizzed about individual progress and learning” (E1) were evident/very evident in nine percent of classrooms, and instances in which students had “opportunities to revise/improve their work based on feedback” (E5) were evident/very evident in 13 percent of classrooms. Observers did not identify

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

consistent procedures related to posting learning targets, referencing learning targets throughout the lesson, or concluding lessons with a reflection on learning targets. It was evident/very evident in nine percent of the classrooms that students demonstrated or verbalized an “understanding of the lesson/content” (E3).

Stakeholder Survey Data:

Stakeholder survey data were mixed and suggested that while components of an instructional process existed, they varied across the school. Eighty-five percent of staff agreed/strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.” However, 68 percent of staff agreed/strongly agreed with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.” Therefore, feedback for instructional purposes was inconsistently provided to teachers. Staff survey data about feedback to teachers conflicted with classroom observation data gathered by the Diagnostic Review Team and school administrators, which did not confirm that consistent and meaningful feedback was provided to improve teaching and learning.

Stakeholder Interviews:

Interview data revealed that teachers collaborate with the Literacy Coach and a Goal Clarity Math Coach periodically to strengthen high yield instructional strategies. Interview results also showed that Professional Learning Community (PLC) time was used to create weekly formative assessments and analyze data for intervention purposes. Many teachers, however, acknowledged that data analysis was an area of weakness, and both staff members and administrators typically concurred that data analysis was needed.

Review of Documents and Artifacts:

A review of documents (e.g., math workshop model, math initiative, literacy initiative, classroom anchor charts, close reading framework, professional learning community protocol, lesson plans) provided evidence that high-yield instructional strategies were a priority focus for the school; however, data collected from eleot™ classroom observations and stakeholder interviews indicated that research-based instructional practices were not consistently implemented throughout classrooms, resulting in a direct impact on student learning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.80
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.60
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.60

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.00
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.40
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.60

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score
Questionnaire Administration	1.80
Stakeholder Feedback Results and Analysis	3.00

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.60
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.20
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.00

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	1.80

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Conclusion

As described by some faculty and staff members, the current spirit of collegiality represents a general shift in organizational attitude from previous school years, and in part, resulted from the off-site relocation of a Magnet Program, its faculty and 12 new teachers. As a result, this change provided administration and staff members the opportunity to identify and focus on teaching, learning and behavior management.

The school leadership team implemented several programs (e.g., Extended School Services, Every 1 Reads, tutoring partnerships with several faith-based groups and other agencies external to the school, three retired teachers hired to assist with differentiation and interventions for struggling students).

A Positive Behavior Intervention Supports Program has been implemented to address school-wide climate and behavior expectations, and a DoJo Program has been implemented to monitor student behavior and instantly communicate with parents or guardians in response to rising behavioral issues. Wrap around services that include social and mental health were established to support student needs as a part of an extended student support system. These programs, however, have not been implemented consistently, monitored with fidelity and evaluated for effectiveness.

Byck Elementary School has begun to use Professional Learning Community (PLC) protocols that include the analysis, interpretation and use of data to inform and improve instruction. The Big Apple Club, a forum for teachers to meet outside the normal workday for purposes of sharing information on best practice, also has been created. Professional development activities, based primarily on school needs, were provided and scheduled during common planning times. Unfortunately, the PLC protocols and professional development activities have not been monitored with fidelity or fully evaluated for effectiveness.

The many programs and activities the school has implemented to support student learning and broaden opportunities for student participation often distracted from ensuring that effective teaching occurred and resulted in high levels of student achievement. Therefore, the school will need to align its instructional, supervisory and evaluation processes to provide relevant professional development to instructional staff members, ensure that appropriate instructional strategies are implemented consistently and with fidelity by analyzing data gathered from classroom walkthroughs, provide meaningful feedback to teachers to improve professional practices and evaluate outcomes to determine progress toward meeting learning goals and expectations.

Therefore, based on these conclusions and the evidence provided in this Diagnostic Review Report, the following Improvement Priorities are considered essential for school improvement:

a.3.3 - Identify and systematically implement instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines and use of technology as instructional resources and learning tools. Additionally, incorporate on-task behavior and appropriate classroom management practices to ensure a safe learning environment. Coach teachers in the use of these instructional strategies and classroom management practices

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

and monitor to ensure instruction is engaging, student centered, aligned to the learning expectations and highly effective.

b.3.4 - Refine the existing process of monitoring instructional effectiveness by strategically analyzing data (e.g., classroom walkthroughs, assessment, student work) and using findings to continuously improve instructional practices through feedback to teachers about teaching (e.g., student engagement, rigor) and student achievement. The revised monitoring process should align instruction with the values and beliefs of the school, the curriculum and teacher oversight of student learning.

c.3.6 -Refine, support and monitor the effectiveness of a systematic schoolwide "instructional process" that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, 3) given multiple opportunities to demonstrate understanding and learning of context through daily formative assessments and 4) provided specific and timely feedback directly impacting next steps in learning.

d.3.7 - Improve and monitor a systematic mentoring, coaching and induction program for teachers that guarantees instructional and classroom management improvements. Ensure that classroom walkthroughs and classroom observations are conducted on a consistent basis and feedback and coaching are provided to improve teacher effectiveness and support school values and beliefs about teaching and learning.

e.5.2 -Ensure all improvement planning initiatives are generated from a systematic, collaborative and continuous improvement planning process that establishes measures of effectiveness and uses findings from analyzing a variety of sources of data to evaluate program effectiveness and adjust or discontinue programs that fail to significantly contribute to student success.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Ensure all improvement planning initiatives are generated from a systematic, collaborative and continuous improvement planning process that establishes measures of effectiveness and uses findings from analyzing a variety of sources of data to evaluate program effectiveness and adjust or discontinue programs that fail to significantly contribute to student success.
- Identify and systematically implement instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines and use of technology as instructional resources and learning tools. Additionally, incorporate on-task behavior and appropriate classroom management practices to ensure a safe learning environment. Coach teachers in the use of these instructional strategies and classroom management practices and monitor to ensure instruction is engaging, student centered, aligned to the learning expectations and highly effective.
- Improve and monitor a systematic mentoring, coaching and induction program for teachers that guarantees instructional and classroom management improvements. Ensure that classroom walkthroughs and classroom observations are conducted on a consistent basis and feedback and

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

coaching are provided to improve teacher effectiveness and support school values and beliefs about teaching and learning.

- Refine the existing process of monitoring instructional effectiveness by strategically analyzing data (e.g., classroom walkthroughs, assessment, student work) and using findings to continuously improve instructional practices through feedback to teachers about teaching (e.g., student engagement, rigor) and student achievement. The revised monitoring process should align instruction with the values and beliefs of the school, the curriculum and teacher oversight of student learning.
- Refine, support and monitor the effectiveness of a systematic schoolwide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, 3) given multiple opportunities to demonstrate understanding and learning of context through daily formative assessments and 4) given specific and timely feedback directly impacting next steps in learning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Addenda

Team Roster

Member	Brief Biography
Dr. Jerry M Griffin	Dr. Michael Griffin is a retired Professor of Educational Leadership from Winthrop University, Rock Hill, South Carolina. He also has teaching experience at both the middle and secondary levels and administrative experience as an Elementary Principal and a Secondary Principal in school districts in Virginia and North Carolina respectively. His areas of specialization include public school law and public school finance. He holds Bachelor of Science, Master of Arts and Educational Specialist degrees from Appalachian State University and a Doctor of Education from Virginia Tech. Dr. Griffin has been affiliated with the Southern Association of Colleges and Schools and now AdvancED for more than 32 years serving as a committee member and committee chair and, for the past 12+ years, as a lead evaluator.
Ms. Leesa K. Moman	Leesa Moman currently serves as an Educational Recovery Leader with the Kentucky Department of Education (KDE) providing support to identified focus school districts as they work to improve student academic performance. . Her previous work included positions as a Highly Skilled Educator and Educational Recovery Director for KDE. Leesa also has work experiences in Daviess County Schools, KY as a special education teacher, special education consultant, principal, director of special education and assistant superintendent. She also currently serves as an adjunct professor at Western Kentucky University in Owensboro, KY.
Mr. Jeff D Frost	Jeff currently serves as principal of an elementary school in Knox County, Kentucky. Before administration, Jeff was a middle school math and science teacher in Knox County. His degrees include a Bachelors in Middle School Education, a Masters in Instructional Leadership - School Principal from Union College; as well as, a Rank I in Instructional Leadership - Supervisor of Instruction. Jeff also has certification in Director of Pupil Personnel & School Superintendent. He is currently working on his Edd at Eastern Kentucky University.
Ms. Pebbles Janette Lancaster	Pebbles Lancaster is currently serving as an Educational Recovery Specialist for the Kentucky Department of Education assigned to Livingston Central High School. She has held several roles in education throughout her career including Preschool/Primary/Intermediate Teacher, Highly Skilled Educator and Educational Recovery Specialist. Pebbles has a Bachelor's/Master's degree in Elementary Education with endorsements in Reading and Gifted & Talented Education. She also holds the following certifications: National Boards, Principal, Instructional Supervisor, Superintendent and School Improvement Specialist. Pebbles has served on many review teams including those through AdvancED, KDE Scholastic Audits and Leadership Assessments throughout the years.
Veda Stewart	Current Principal Booker T. Washington Primary Community Liaison Carter G. Woodson Academy Ashland Elementary-Teacher/ Media Specialist Midway University-Elementary Education BA Eastern Kentucky University-Media Specialist MA Western Kentucky University-Principal Rank1 Eastern Kentucky University-Doctoral Student

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

References

- Alwin, L. (2002). The will and the way of data use. School Administrator, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. American Educational Research Journal, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). Shared purpose: the golden thread? London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. Teacher Education Quarterly, 35(2), 134-154.
- Conley, D.T. (2007). Redefining college readiness (Vol. 3). Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). Achieving with data: How high-performing school systems use data to improve instruction for elementary students. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). Data driven decision making in Southwestern Pennsylvania school districts. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. Educational Research Quarterly, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? T.H.E. Journal, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. Journal of School Leadership, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. Educational Administration Quarterly, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. Educational Administration Quarterly, 28 (2), 220-236.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. American Journal of Education 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. School Administrator, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. Educational Administration Quarterly, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), Organizational learning and school improvement (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. Technology and Learning, 22(11), 18-33.
- Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Attachments

The following attachments have been included in this report.

1. Student Performance Data Analysis
2. Stakeholder Survey Plus/Delta- Final
3. Diagnostic Review Team Schedule

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	53.4	54.4	53.6	No	Yes	N/A
2013-2014	55.3	56.3	53.4	No	Yes	N/A

Plus

Participation rate goal was met for both years.

The school's overall score increased in the 2014-2015 school year.

Delta

AMO goal was not met either year

II. Use the School Report Cards (SRC) from 2013, 2014 and 2015 to fill in the percentages of students at the school who scored at the proficient/distinguished (P/D) levels in the chart below. (Data are from K-PREP scores, found on the Assessment tab in the SRC.) Percentages at the state level are provided. Then analyze data to craft one to two pluses and one to two deltas about student performance. *Note: Science scores were removed from accountability for 2014-2015, so there will be no scores to report for fourth grade science.

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

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading						
3rd grade	18.8	47.6	19	54.1	21.7	54.3
4th grade	22.4	48.8	29.7	54.0	28.8	52.2
5th grade	41.9	47.1	25.5	55.9	27.1	56.0

Math						
3rd grade	22.5	43.5	20.2	45.8	21.7	47.6
4th grade	23.4	3.9	36.3	49.0	27.4	48.6
5th grade	34.9	44.3	25.5	52.7	27.1	50.3
Science						
4th grade	29	68.5	40.7	71.3	NA	N/A
Social Studies						
5th grade	43	59.3	20.8	58.2	30.6	60.6
Writing						
5th grade	19.8	35.7	10.4	38.7	18.8	43.8
Language Mech.						
4th grade	20.6	53.7	20.9	51.8	34.2	55.6

Plus

Third grade reading showed a slight upward trend that was sustained over a three year period.

Fourth grade language mechanics showed the highest percent of proficient/distinguished scores.

The following areas showed an upward trend from 2013-2014 to 2014-2015:

Third grade Reading, fifth grade reading, third grade math, fifth grade math, fifth grade writing, fifth grade social studies and fourth grade language mechanics.

Delta

All scores in the 2013-2014 and 2014-2015 school years were significantly below state averages.

Fourth grade math scores and fourth grade reading scores showed a decline from the 2013-2014 and 2014-2105.

V. Use the School Report Card from 2014-2015 to fill in the Proficiency/Gap Delivery target information in the two charts below. (To locate this information, go to the Delivery Targets tab in the SRC, then click the Proficiency/Gap tab. On the Proficiency/Gap tab, to find the Gap Delivery target, click the "Elementary School—All Students" link on the left of the chart, then scroll down to find the Non-duplicated Gap Group). Analyze data in the charts to craft one to two pluses and deltas about student performance.

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

Tested Area (2014-2015)	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	36.4	25.6	No	32.6	21.1	No
Reading	36.1	26.0	No	32.1	22.0	No
Math	36.6	25.1	No	33.0	20.2	No
Science	NA	NA	NA	NA	NA	NA
Social Studies	41.3	28.9	No	38.6	23.3	No
Writing	23.5	16.9	No	21.7	15.1	No

<u>Plus</u>

Social Studies scores were higher than other content area scores

<u>Delta</u>

No target was met.

Writing was the lowest score of all content areas.

VI. In the next section you will be analyzing Program Review data, which can be found on the School Report Card. Details about scoring Program Reviews are below:

- Each of the four Program Reviews (Arts and Humanities, Writing, and Practical Living/Career Studies, K-3) was comprised of four standards (Curriculum/Instruction,

Formative/Summative Assessment, Professional Development, and Administrative /Leadership Support).

- For each standard, its characteristic scores were averaged. The characteristic scores range from 0-3 (0 – Non-Existent, 1 – Needs Improvement, 2 – Proficient, and 3 – Distinguished).
- For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review.
- Below eight was Needs Improvement, 8-10.7 was Proficient and 10.8 or higher was Distinguished.

Fill in the chart with the scores for each standard and then analyze the data to craft one to two pluses and deltas about program review scores.

Program Reviews 2014-2015						
Program Area	**Curriculum and Instruction (3 pts possible)**	**Formative & Summative Assessment (3 pts possible)**	**Professional Development (3 pts possible)**	**Administrative/ Leadership Support (3 pts possible)**	**Total Score (12 points possible)**	**Classification**
Arts and Humanities	2.06	1.86	2.00	2.00	7.9	NI
Practical Living	2.13	2.00	2.33	2.08	8.5	Proficient
Writing	2.17	1.75	2.22	2.43	8.6	Proficient
K-3	2.00	2.00	2.00	2.29	8.3	Proficient

<u>Plus</u>

The school scored in the proficient category in all three program review areas.

<u>Delta</u>

The school scored in needs improvement category in the area of arts and humanities.

Summary of Student Performance Data:

Although Byck Elementary School showed a slight increase in student performance, it did not met its Annual Measurable Objectives (AMO) for the 2013-2014 and 2014-2015 school years. A review of AMO data indicated that the participation rate goal was met in both years. The school scored in the proficient category in three of four program review areas, including writing, practical living and kindergarten through third grade. The fourth program area, arts and humanities, scored in the needs improvement category.

Results of the 2014-2015 Kentucky Performance for Educational Progress (K-PREP) indicated that fourth grade language mechanics showed the highest percent of proficient/distinguished scores of all content areas. Scores in the following areas showed an upward trend from 2013-2014 to 2014-15: 1) third grade reading and math, 2) fifth grade reading, math, social studies and writing and 3) fourth grade language mechanics. Additionally, third grade reading scores showed a slight upward trend, which has been sustained over a three year period.

Results of the 2014-2015 Kentucky Performance for Educational Progress (K-PREP) indicated that fourth grade reading and math scores declined. All scores in 2013-2014 and 2014-2015 were significantly below state averages.

Results of the 2014-2015 Kentucky Performance for Educational Progress (K-PREP) indicated that neither the gap nor proficiency delivery targets were met.

Stakeholder Survey Plus/Delta

The Survey Plus/Delta is the Team's brief analysis of all stakeholder survey data, which is intended to highlight areas of strength (+) that were identified through the survey process as well as leverage points for improvement (Δ).

Teaching and Learning Impact

(Standards 3 and 5)

+ Plus: (minimum of 75 percent agreed/agreed)

1. 85.12 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
2. 85.34 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."
3. 90.67 percent of students agreed/strongly agreed with the statement, "My teachers help me learn things I will need in the future."
4. 91.67 percent of students agreed/strongly agreed with the statement, "My teachers tell me how I should behave and do my work."
5. 89.35 percent of students agreed/strongly agreed with the statement, "My teachers always help me when I need them."
6. 86.89 percent of staff agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance."
7. 90.33 percent of staff agreed/strongly agreed with the statement, "In our school, all stakeholders are informed of policies, processes and procedures related to grading and reporting."
8. 89.89 percent of staff agreed/strongly agreed with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

Δ Delta:

1. 55.56 percent of students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
2. 68.52 percent of students agreed/strongly agreed with the statement, "My teachers listen to me."
3. 68.26 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Leadership Capacity

+ Plus:

1. 94.40 percent of students agreed/strongly agreed with the statement, “In my school my principal and teachers want every student to learn.”
2. 94.20 percent of students agreed/strongly agreed with the statement, “In my school teachers want me to do my best work.”
3. 92.18 percent of staff agreed/strongly agreed with the statement, “Our school’s purpose statement is clearly focused on student success.”
4. 87.50 percent of students agreed/strongly agreed with the statement, “In my school I am learning new things that will help me.”
5. 88.14 percent of staff agreed/strongly agreed with the statement, “Our school leaders monitor data related to school continuous improvement goals.”
6. 85.25 percent of parents agreed/strongly agreed with the statement, “Our school has established goals and a plan for improving student learning.”

Δ Delta:

1. 41.52 percent of students agreed/strongly agreed with the statement, “In my school students treat adults with respect.”
2. 55.56 percent of students agreed/strongly agreed with the statement, “My teachers ask my family to come to school activities.”
3. 52.11 percent of students agreed/strongly agreed with the statement, “My principal and teachers ask me what I think about school.”
4. 57.15 percent of staff agreed/strongly agreed with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”
5. 63.56 percent of parents agreed/strongly agreed with the statement, “Our school’s governing body does not interfere with the operation of our school.”

Resource Utilization

(Standard 4)

+ Plus: (minimum of 75 percent agreed/strongly agreed)

1. 84.17 percent of parents agreed/strongly agreed with the statement, “Our school provides opportunities for students to participate in activities that interest them.”

2. 92.52 percent of students agreed/strongly agreed with the statement, “My school has computers to help me learn.”
3. 88.32 percent of students agreed/strongly agreed with the statement, “My school has many places where I can learn, such as the library.”
4. 86.44 percent of staff agreed/strongly agreed with the statement, “Our school provides qualified staff members to support student learning.”
5. 93.22 percent of staff agreed/strongly agreed with the statement, “Our school provides opportunities for students to participate in activities that interest them.”

Δ Delta:

1. 59.32 percent of staff agreed/strongly agreed with the statement, “Our school provides a plan for the acquisition and support of technology to support student learning.”

School Diagnostic Review Schedule

Byck Elementary School

Louisville, Kentucky

Tuesday, February 16, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	*Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	*Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	Hotel	*Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal's Overview Presentation	Hotel Conference Room	*Diagnostic Review Team Members
7:30 – 8:30	Team Work Session #1	Hotel Conference Room	*Diagnostic Review Team Members

Wednesday, February 17, 2016

Time	Event	Where	Who
	Breakfast	Hotel	*Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	*Diagnostic Review Team Members

8:00 – 9:30 a.m.	Principal interview		*Diagnostic Review Team Members *Principal Darden
9:30 – 11:45	Begin school and classroom observations **See Team eleot observation schedule**		*Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		*Diagnostic Review Team Members
11:45 – 4:00 12:30 – 1:00 1:00 – 1:30	Begin individual professional staff interviews ****See Team interview schedule for professional staff member names and times. Locations to be determined Individual interviews: 1. school leadership team Team 2. Administrators		*Diagnostic Review Team Members
1:30 – 2:00 2:00 – 2:30 2:00 – 2:30	Stakeholder interviews (Group): 1. Support staff 2. Parent leaders 3. Students		*Diagnostic Review Team Members
	Review of paper artifacts and documentation not provided electronically. (**Documents and artifacts also provided in SharePoint**)		*Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		*Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	*Diagnostic Review Team Members

6:30 – 9:00 p.m.	Evening Work Session #2	Hotel conference room	*Diagnostic Review Team Members

Thursday, February 18, 2016

Time	Event	Where	Who
	Breakfast	Hotel	*Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		*Diagnostic Review Team Members
8:00 – 11:45	School and classroom observations continue **See Team eleot observation schedule**		*Diagnostic Review Team Members
8:00 – 11:45 a.m.	Continue professional staff interviews as necessary ******See Team interview schedule for professional staff member names and times. Locations to be determined**		*Diagnostic Review Team Members
	Continue artifact review as necessary		*Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		*Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations as needed Artifacts review Complete interviews as necessary		*Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner		*Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3)	Hotel Conference	*Diagnostic Review Team Members

		Room	

Friday, February 19, 2016

Time	Event	Where	Who
	Breakfast	Hotel	*Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and depart for school	Hotel	*Diagnostic Review Team Members
8:00 – 11:00 a.m.	Final Team Work Session		*Diagnostic Review Team Members
11:00 – 2:30	• Complete written report • Peer reviewing and editing		*Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch		*Diagnostic Review Team Members
12:30– 1:30	Kentucky Department of Education Leadership Determination Session		*Diagnostic Review Team *Members and Kentucky Department of Education
2:00 – 2:15 p.m.	Exit Report with the principal **The Exit Report is not intended as a discussion of the Team's findings, ratings, individual impressions of the school, or for making evaluative statements or sharing information from the Diagnostic Review Team report.**		*Diagnostic Review Team

School Diagnostic Review Summary Report

Byck Elementary School

Jefferson County Public Schools

2/16/2016 – 2/19/2016

The members of the Byck Elementary School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Byck Elementary School to continue her roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Byck Elementary School does not have the ability to continue its roles and responsibilities established in KRS 160.345. The council's authority will be transferred to the Commissioner of Education and the council will remain in an advisory capacity.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Byck Elementary School.

Principal, Byck Elementary School

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____