

Report of the Diagnostic Review Team for Frederick Law Olmsted Academy North

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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

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

Frederick Law Olmsted Academy North (FLOAN) hosted a Diagnostic Review on November 8-11, 2015. 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 their findings.

Prior to the start of the on-site Diagnostic Review, the Team engaged in a conference call and various e-mail communications to complete the initial intensive study, review and analysis of documents provided by the school. The Lead Evaluator and the Co-Lead Evaluator conducted conference calls with the principal and key

leadership staff. School leaders planned and conducted the Internal Review thoroughly and in a transparent manner. All school staff were involved in the Internal Review process and documentation supported their extensive planning and preparation. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school's Self Assessment and other diagnostic reports were provided electronically and easily accessed by the Diagnostic Review Team members.

The Diagnostic Review Team expresses its appreciation to the staff of FLOAN for the warm welcome and logistical assistance provided during the on-site review. The school is commended for its preparation for the review. All required documents were completed and provided in a timely manner. Supporting evidence and documents were posted electronically and organized by Standard and Indicator. All on-site assistance requests and questions were addressed promptly and efficiently.

A total of 47 stakeholders were interviewed and 33 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty, and staff were receptive to the interviews and classroom observation process. Staff were candid, thoughtful, and perceptive in discussing the school's initiatives that are a part of their newly developed and adopted continuous improvement 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
Board Members	3
Administrators	5
Instructional Staff	21
Support Staff	7
Students	7
Parents/Community/Business Leaders	4
Total	47

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.

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

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.	1.80
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.	2.40
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.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.60
3.6	Teachers implement the school's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.20
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.40
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.	2.40

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.	2.20
3.11	All staff members participate in a continuous program of professional learning.	2.60
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.20

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.	2.20
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.	2.40
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.20
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.	2.20
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.	2.60

Student Performance Diagnostic

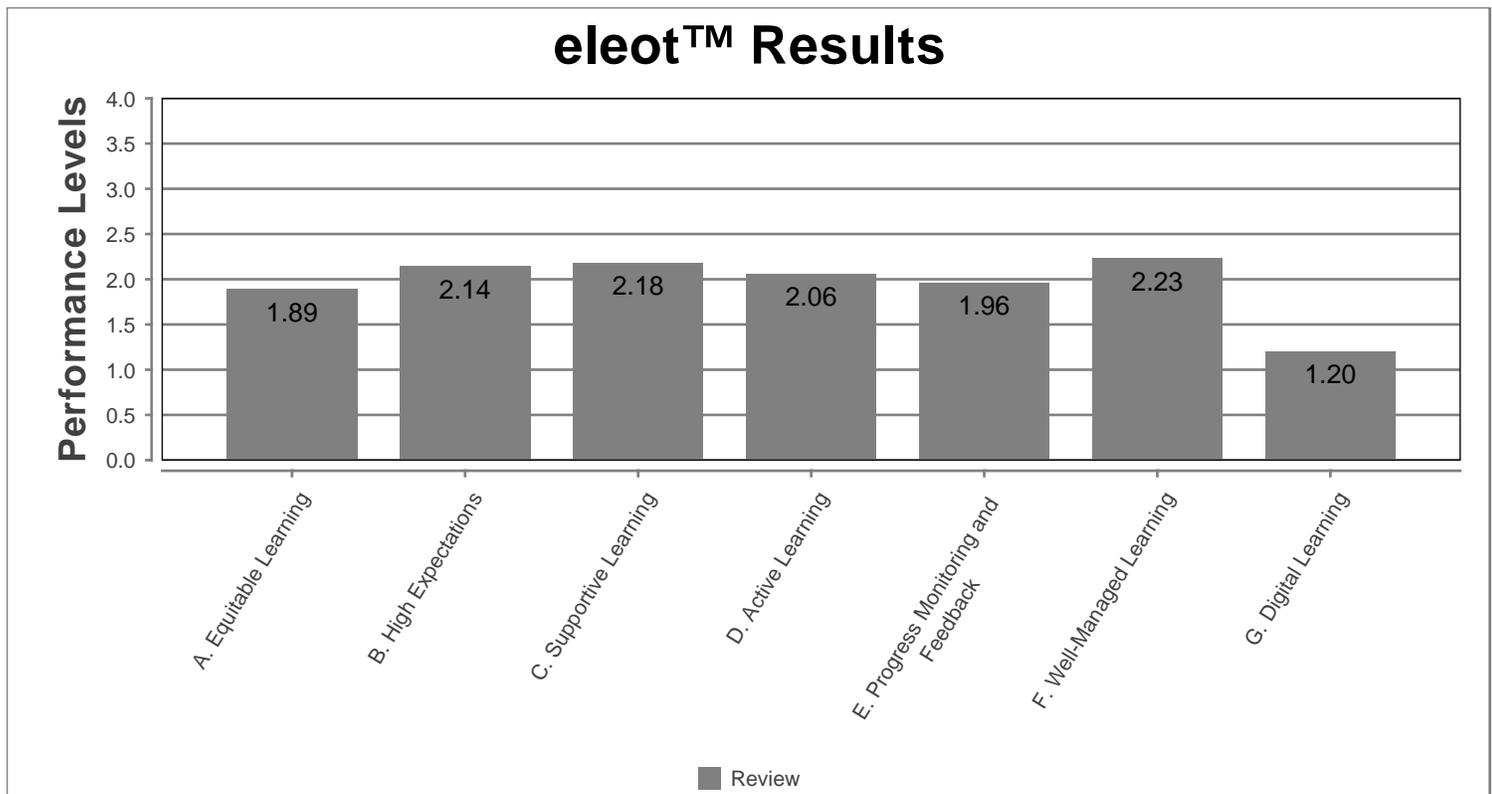
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	3.00
Test Administration	4.00
Equity of Learning	2.00
Quality of Learning	2.00

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™.



The classroom observation data revealed a strong reliance on teacher led instruction. There were few collaborative groups or student-centered activities. Students were primarily well behaved and demonstrated knowledge of the classroom rules and routines; however, ratings related to student behavior tended to be somewhat low. Team members noted a high degree of off-task behavior in many classrooms.

Students exhibited little enthusiasm for or engagement in learning in their classrooms. Conversely, student

behavior in the hallways between classes was exuberant, energetic and talkative. Team members noted that most students were compliant and obeyed classroom expectations; however, little authentic engagement was observed.

During interviews, administrators and staff stated that a great deal of time and energy was spent on behavior management training and systems. All acknowledged the need to focus less on behavior management and more on increasing curriculum rigor and implementing more effective instructional strategies. School leadership predicted that the Diagnostic Review Team would observe an uneven level of instructional quality; however, classroom observation data revealed a need to improve the overall learning environment for students. One significant challenge for staff members will be to concentrate on increasing the effectiveness of classroom instruction in order to mitigate behavior issues.

There are 14 items in the 30 item eleot™ that are strongly associated with curriculum rigor and effective classroom instruction. The presence and use of each of the 14 items were rated low by the Diagnostic Review Team:

- A.1: Has differentiated learning opportunities and activities that meet her/his needs
- B.1: Knows and strives to meet the high expectations established by the teacher
- B.2: Is tasked with activities and learning that are challenging but attainable
- B.3: Is provided exemplars of high quality work
- B.4: Is engaged in rigorous coursework, discussions, and/or tasks
- B.5: Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)
- C.5: Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs learning expectations
- D.2: Makes connections from content to real-life experiences
- E.1: Is asked and/or quizzed about individual progress/learning
- E.5: Has opportunities to revise/improve work based on feedback
- F.4: Collaborates with other students during student-centered activities
- G.1: Uses digital tools/technology to gather, evaluate, and/or use information for learning
- G.2: Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning
- G.3: Uses digital tools/technology to communicate and work collaboratively for learning

Each of these items are summarized below. The low ratings indicate that two Improvement Priorities resulting from the Diagnostic Review in 2014 continue to need further work. The first one (Indicator 3.1) addressed the need for curriculum rigor in every classroom. The second Improvement Priority (Indicator 3.3) addressed the need for consistent use of effective classroom instructional strategies.

It was evident/very evident in 48 percent of the classrooms that students "had equal access to classroom discussions, activities, resources, technology, and support" (A2). It was also evident/very evident in 48 percent of the classrooms that students knew that "rules and consequences were fair, clear, and consistently applied"

(A3).

It was evident/very evident in just 12 percent of the classrooms that students had "differentiated learning opportunities and activities that met her/his needs" (A1). The faculty has reportedly focused time and energy on classroom behavior management issues. The low rating on the availability of differentiated learning opportunities supports the need to increase effective instruction as a means of managing student behavior. This item directly supported the need for Improvement Priority 2, which addresses the need to increase the use of effective instructional practices.

Ongoing "opportunities to learn about their own and other's backgrounds/cultures/differences" (A4) were not observed in 82 percent of the classrooms. Observers noted that students had few opportunities to make connections between their classroom learning and their own personal experiences, backgrounds, etc.

It was evident/very evident in just 33 percent of the classrooms that students were "tasked with activities and learning that were challenging but attainable" (B2). It was evident/very evident in just 21 percent of classrooms that students "were provided exemplars of high quality work" (B3). In 33 percent of the classrooms, it was evident/very evident that students were "asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing)" (B5).

All five indicators in this Learning Environment are directly related to curriculum and instructional practices and represent significant opportunities for the school to improve student performance.

It was evident/very evident in 45 percent of the classrooms that students "demonstrated or expressed that learning experiences were positive" (C1), and, that students "demonstrated a positive attitude about the classroom and learning" (C2). Although both of these items were the highest rated in this Learning Environment, these favorable behaviors and dispositions were observed only once or twice, or "somewhat evident," in well over 40 percent of classrooms and, accordingly, these data points represent a potential leverage point for improvement.

It was evident/very evident in 12 percent of the classrooms that students "were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5), suggesting the need for a wider variety of instructional approaches that provide students opportunities to learn in different ways, i.e., differentiation, cooperative group, using technology, etc.

It was evident/very evident in 39 percent of the classrooms that the students were "actively engaged in the learning activities" (D1). For the most part, students were observed being "ritually compliant" rather than actively engaged in their own learning, i.e., following instructions to passively listen to the teacher. Observers noted that the predominant form of instruction was teacher-centered which often resulted in disengaged students.

Instances of students having the opportunity to "make connections from content to real life experiences" (D2) was only evident/very evident in only 18 percent of the classrooms. This item parallels the finding in the

Equitable Learning Environment summarized above for "has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" (A4), which was rated as "not Observed" in 82 percent of classrooms. Both of these items strongly suggest the need to better connect classroom lessons to the daily lives of the students.

It was evident/very evident in 39 percent of the classrooms that students "demonstrated or verbalized understanding of the lesson/content" (E3). It was evident/very evident in 33 percent of the classrooms that students "were asked and/or quizzed about individual progress/learning" (E1). It was evident/very evident in 21 percent of classrooms that students "had opportunities to revise/improve work based on feedback" (E5). In 12 percent of the classrooms was it evident/very evident that students "understood how her/his work was assessed" (E4). Collectively, these results strongly suggest a need to increase the use of formative assessment practices. Observers noted that teachers were "plowing through" lesson content with little attention given to assessing student comprehension and understanding.

Well-Managed was the highest overall rated of the seven learning environments. It was evident/very evident in 45 percent of the classrooms that students "spoke and interacted respectfully with teacher(s) and peers" (F1). These favorable behaviors and conditions were not observed in only 6 percent of classrooms which accounts for the high rating, 2.55 on a 4.0 scale, for this indicator. It was evident/very evident that students knew "classroom routines, behavioral expectations and consequences" (F5) in 45 percent of classrooms as well. This data casts a favorable light on the school's efforts to more effectively manage student behavior.

It was evident/very evident in 21 percent of the classrooms that students "collaborated with other students during student-centered activities" (F4). This item is directly related to curriculum and instruction and highlights the need for increased use of student-centered learning activities,

The use of technology by students to gather, evaluate or use information for learning was evident/very evident in 3 percent of the classrooms. The use of technology by students to conduct research, solve problems, communicate and work collaboratively for learning was evident/very evident in just 12 percent of classrooms. The school reported that they recently spent a significant amount of money upgrading their technology equipment and technology infrastructure. Classrooms were well equipped with basic instructional technology such as SmartBoards and document cameras. The school also had a well-used computer lab and some laptop computer carts for classroom use. However, very little student use of technology occurred in the 33 core subject classrooms observed.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.52	Has differentiated learning opportunities and activities that meet her/his needs	3.03%	9.09%	24.24%	63.64%
2.	2.48	Has equal access to classroom discussions, activities, resources, technology, and support	6.06%	42.42%	45.45%	6.06%
3.	2.39	Knows that rules and consequences are fair, clear, and consistently applied	6.06%	42.42%	36.36%	15.15%
4.	1.18	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	0.00%	18.18%	81.82%
Overall rating on a 4 point scale: 1.89						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.21	Knows and strives to meet the high expectations established by the teacher	6.06%	24.24%	54.55%	15.15%
2.	2.30	Is tasked with activities and learning that are challenging but attainable	6.06%	27.27%	57.58%	9.09%
3.	1.85	Is provided exemplars of high quality work	6.06%	15.15%	36.36%	42.42%
4.	2.18	Is engaged in rigorous coursework, discussions, and/or tasks	3.03%	24.24%	60.61%	12.12%
5.	2.15	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	6.06%	27.27%	42.42%	24.24%
Overall rating on a 4 point scale: 2.14						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.42	Demonstrates or expresses that learning experiences are positive	6.06%	39.39%	45.45%	9.09%
2.	2.36	Demonstrates positive attitude about the classroom and learning	3.03%	42.42%	42.42%	12.12%
3.	2.36	Takes risks in learning (without fear of negative feedback)	12.12%	33.33%	33.33%	21.21%
4.	2.21	Is provided support and assistance to understand content and accomplish tasks	0.00%	39.39%	42.42%	18.18%
5.	1.52	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0.00%	12.12%	27.27%	60.61%
Overall rating on a 4 point scale: 2.18						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.21	Has several opportunities to engage in discussions with teacher and other students	6.06%	33.33%	36.36%	24.24%
2.	1.82	Makes connections from content to real-life experiences	3.03%	15.15%	42.42%	39.39%
3.	2.15	Is actively engaged in the learning activities	3.03%	30.30%	45.45%	21.21%
Overall rating on a 4 point scale: 2.06						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.18	Is asked and/or quizzed about individual progress/learning	3.03%	30.30%	48.48%	18.18%
2.	2.03	Responds to teacher feedback to improve understanding	0.00%	27.27%	48.48%	24.24%
3.	2.18	Demonstrates or verbalizes understanding of the lesson/content	0.00%	39.39%	39.39%	21.21%
4.	1.64	Understands how her/his work is assessed	6.06%	6.06%	33.33%	54.55%
5.	1.76	Has opportunities to revise/improve work based on feedback	0.00%	21.21%	33.33%	45.45%
Overall rating on a 4 point scale: 1.96						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.55	Speaks and interacts respectfully with teacher(s) and peers	15.15%	30.30%	48.48%	6.06%
2.	2.36	Follows classroom rules and works well with others	12.12%	30.30%	39.39%	18.18%
3.	2.21	Transitions smoothly and efficiently to activities	9.09%	30.30%	33.33%	27.27%
4.	1.64	Collaborates with other students during student-centered activities	0.00%	21.21%	21.21%	57.58%
5.	2.39	Knows classroom routines, behavioral expectations and consequences	9.09%	36.36%	39.39%	15.15%
Overall rating on a 4 point scale: 2.23						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.06	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0.00%	3.03%	0.00%	96.97%
2.	1.27	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0.00%	12.12%	3.03%	84.85%
3.	1.27	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	12.12%	3.03%	84.85%
Overall rating on a 4 point scale: 1.20						

Findings

Improvement Priority

Review and enact school wide instructional strategies to ensure that instruction is well planned and emphasizes authentic student engagement in student learning (e.g., collaborative student activities, self-reflection, use of technology learning tools and resources, development of critical thinking skills, individualized and differentiated instruction). Systematically monitor classroom instruction to ensure that these efforts result in improvement in student achievement.

(Indicator 3.3)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in an attachment to this report, do not suggest that the school has developed effective strategies for ensuring high levels of student engagement resulting in achievement of learning expectations. Data show that the school has not met their Annual Measurable Objective (AMO) for the past three years. Student performance data reveal that the school is in the seventh percentile among Kentucky’s middle schools. These data reflect performance scores substantially below state averages. Kentucky Performance Rating for Educational Progress (K-PREP) assessment results indicate a decrease from the previous school year in the percentage of proficient and distinguished students in many academic areas.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed it was evident/very evident in only 33 percent of classrooms that teachers asked students to respond to questions that required higher order thinking (e.g. applying, evaluating, synthesizing). In just 27 percent of classrooms, it was evident/very evident that students were engaged in rigorous coursework, discussions and/or tasks. Instances of students actively engaged in learning activities was evident/very evident in only 33 percent of classrooms. Additionally, student use of technology for learning was observed in just 12 percent of classrooms.

Stakeholder Survey Data:

Sixty-eight 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” suggesting that these effective strategies may be implemented inconsistently across the school. This data is somewhat consistent with classroom observation data which indicated that these strategies were used in the school but only in a few classrooms. Parents and students hold more favorable perceptions. For example, 83 percent of parents indicated that they agree/strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”

Stakeholder Interviews:

Teachers and administrators stressed their commitment to a team instructional approach that involves data analysis training, deconstruction of standards, creation and adoption of classroom learning targets, and the development and regular use of rubrics. They described the current process as being in its “infancy.” School leaders provided few documents or artifacts to the Diagnostic Review Team that showed the impact of teacher professional learning on student achievement. Data from multiple interviews indicate that effective instructional strategies are not consistently implemented school wide.

Documents and artifacts:

A review of meeting agendas and the Office of Teacher Support documents (e.g., professional practice folders, classroom walk through data) validated that initial instructional strategies and a supervision/evaluation structure exists; however, the process is in its beginning stage of implementation, and therefore, has not directly impacted assessment scores. District Proficiency Measures (i.e., common formative assessments) that were recently administered to students demonstrated a reduction in the number of students who scored novice in multiple content areas. The school provided these formative assessment results as evidence that the current instructional process is having a measurable effect on student achievement.

Improvement Priority

Revise, align and continuously evaluate curriculum and learning experiences (e.g., individualized student learning tasks, high academic expectations) in all courses to ensure that all students are provided challenging and equitable opportunities to develop learning, thinking and life skills and are prepared for success at the next

level.

(Indicator 3.1)

Primary Indicator

Indicator 3.1

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments to this report, do not suggest that all students are provided equitable and challenging learning experiences leading to next level success. Student performance has decreased by 1.3 points since last year on the Kentucky Performance Rating for Educational Progress (K-PREP) Assessment. The school has not met its Annual Measurable Objective (AMO) for three consecutive years. KPREP data indicated a decrease in the percentage of students scoring Proficient and Distinguished in the following areas since the 2013-2014 school year: reading (seventh grade), math (sixth, seventh, and eighth grades), and social studies (eighth grade). Students did not reach the Proficiency or Gap Delivery targets in any content area and showed a decline in Proficient/Distinguished mathematics by 4.5 percent.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, reveal that highly effective instructional practices are not consistently implemented across the school. For example, instances in which students were “engaged in rigorous coursework, discussions, and/or tasks” (B4) were evident/very evident in 27 percent of classrooms. Observations revealed that few collaborative group or student-centered activities occurred. In many classrooms, observers noted a substantial degree of off-task behavior. In addition, students rarely exhibited enthusiasm and often were not engaged in learning activities. Rather, observers reported a high degree of compliant behavior.

Stakeholder Survey Data:

Survey data is somewhat mixed with regard to curriculum and instruction and suggests clear leverage for further improvement. For example, 76 percent of staff indicated that they agreed/strongly agreed with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills,” suggesting that these conditions and practices, while present, may not be consistent across the school. Parents, on the other hand, hold a somewhat more favorable perception. In response to the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs,” 97 percent indicated that they agreed/strongly agreed. Likewise, 80 percent of students indicated that they agreed/strongly agreed with the statement, “My school provides me with challenging curriculum and learning experiences.”

Interviews:

Interview data revealed that the staff has engaged in initial conversations about the need to increase curriculum rigor. Interview data also indicated that many teachers spend a great deal of instructional time managing student behavior, which often leaves little time for individualized instruction. Most staff members acknowledged that student academic expectations varied from classroom to classroom. Most interviewees agreed that there is not a clearly articulated school wide definition of high expectations. At present, student expectations generally are teacher specific.

Artifacts/Documents/Self Assessment:

A review of 30-60-90 Day Trifecta Plans, Curriculum Maps, Classroom Instructional Frameworks (CIF) and Plan Do Study Act Documents revealed a recent focus on curriculum alignment practices. In addition, documents revealed that staff members are beginning to address learning expectations and curriculum rigor. Lesson plan review revealed inconsistent expectations for student achievement. The depth of knowledge of posted learning targets varied across the school. Few examples of high quality student work were available or posted for students to use as models to guide their learning. Staff members have developed rubrics in a number of subjects and many were posted; however, it was unclear how the scoring guides guided student learning. School leaders provided little walkthrough data to support that higher order thinking skill development was the primary curriculum focus.

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.

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.	3.00
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.	2.60
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.80

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.	2.60
2.2	The governing body operates responsibly and functions effectively.	2.60
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.	2.80
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.60
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.80
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

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.

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	3.80
Stakeholder Feedback Results and Analysis	3.00

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.	3.20
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.40
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.80
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.60

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.	2.20

Conclusion

The principal is in his second year. Prior to that, however, he was a teacher and an assistant principal at the school, providing him with excellent knowledge of the school's history, culture, and student needs. The school's leadership team was reorganized and consists of the principal and three assistant principals. Their primary focus has shifted from student discipline and behavior management to student achievement.

The leadership team, in conjunction with the faculty, developed a three part plan called "FLOAN Trifecta" that is designed to improve student learning. The plan consists of three complementary areas: 1) Professional Learning Communities (PLCs), 2) Response to Intervention (RtI) and 3) development of an Office of Teacher Support (OTS). The necessary initial training for implementation of these strategies occurred during the previous school year.

The school leadership team established a daily class period for instructional intervention, remediation, or enrichment. Also significant is the training/induction program for new teachers, weekly classroom walk throughs using a coaching protocol developed in conjunction with the Kentucky Department of Education team, the mentoring program that gives teachers opportunities for one-on-one coaching and support, monthly goal-setting meetings and staff professional development opportunities. All of these actions are evidence that the school leadership team is implementing specific strategies to improve student outcomes.

The reorganization of the leadership team coupled with the development and implementation of the "FLOAN Trifecta" plan, may continue to be leveraged to support a school wide focus on student achievement. The structures and processes are in place for the school to systematically focus on increasing curriculum rigor (Improvement Priority One) and also increasing the use of effective instructional strategies across all subjects (Improvement Priority Two).

The school has developed a specific continuous improvement planning process with the establishment and implementation of the "FLOAN Trifecta." The next step is to continue using these identified processes to systemically address curriculum rigor in all classes and for all students. The definition and degree of curriculum rigor needs to be made consistent among all classes and courses, and clearly understood and articulated by all staff. Pacing guides, lesson plans, learning targets, instructional strategies and formative assessment practices all need to be established within a framework of high expectations for student performance in all classrooms.

In conjunction with the emphasis on curriculum rigor, continuous improvement is also contingent on the use and implementation of high-yield, research-based instructional strategies that are used consistently in all classrooms. Currently teachers are using concepts from the book called *The Fundamental Five: The FORMULA for Quality Instruction*, which focuses on lesson planning, effective instructional strategies, frequent, small group purposeful talk about student learning, reinforcement and critical writing skill development. Staff have become conversant with the five key areas and the related vocabulary.

The school will need to align its supervision and evaluation processes with these key areas to support teacher

development and regular use of effective instructional strategies. Teacher plans need to be individualized and directly connected to supervisory walkthroughs and feedback. Successful implementation of effective classroom instructional strategies can result in immediate and measurable student achievement gains.

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:

- Review and enact school wide instructional strategies to ensure that instruction is well planned and emphasizes authentic student engagement in student learning (e.g., collaborative student activities, self-reflection, use of technology learning tools and resources, development of critical thinking skills, individualized and differentiated instruction). Systematically monitor classroom instruction to ensure that these efforts result in improvement in student achievement.
- Revise, align and continuously evaluate curriculum and learning experiences (e.g., individualized student learning tasks, high academic expectations) in all courses to ensure that all students are provided challenging and equitable opportunities to develop learning, thinking and life skills and are prepared for success at the next level.

Addenda

Team Roster

Member	Brief Biography
Dr. George W Griffin	<p>Dr. Griffin holds B.A. and M.Ed.degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals.</p> <p>Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p>
Mrs. Kimberly Ann Cornett	<p>Mrs. Kim Cornett worked in the Leslie County School District for 18 years. During this experience, she had varying assignments, such as classroom teacher, Resource Teacher, District Technology Integration Specialist, and District Director of Academic Performance at the District level. Currently, Mrs. Cornett is on a MOA with the Kentucky Department of Education. She has experience as both an Education Recovery Specialist in Mathematics at Leslie County High School, and as an Education Recovery Leader at Perry County Central High School. She has also served on both Diagnostic Review Teams as an Associate Lead and on Internal Review Teams as a Lead.</p>
Mr. John Michael Price	<p>Michael Price is currently serving as principal at Breckinridge Elementary, a high progress school in Fayette County. Michael holds a BA degree in Elementary Education from the University of Kentucky. In addition, he holds a Masters Degree in Reading and a Rank 1 in Educational Leadership, both from the University of Kentucky. Prior educational experience includes 19 years of experience working as a teacher, writing specialist, curriculum coach, middle school assistant principal, university instructor and elementary principal.</p>
Mrs. Jennifer Spencer	<p>Jennifer a chemistry/biology teacher for thirteen years in Wolfe, Morgan, and Breathitt Counties in Eastern Kentucky, prior to moving to central office as the Director of Federal Programs in Breathitt. She served in that capacity for one year while completing her Director of Pupil Personnel certificate. She has primarily served as the DPP in Breathitt County since 2013. She came into administration at the perfect time, as State Management began in Breathitt County, which allowed her to learn procedures, policies, and improvement strategies as they have unfolded and continue to unfold in our district. Her year as DPP, the attendance improved from 92% to 95%, and was the #1 most improved in the state of Kentucky.</p>

Member	Brief Biography
Tony Watts	<p>Tony Watts entered the education field in 2000 after working for 7 years in the Restaurant business. Tony earned his teaching certificate and masters degree through the MAT program at Northern Kentucky University. Tony continued his education and earned a masters in leadership, supervisor of instruction certification, and superintendent certification. Tony has worked in diverse districts during his tenure. He was an English teacher and Dean of Discipline at Holmes Middle School. He was an assistant principal at Conner High School and became the principal at Newport High School. Tony led Newport High School out of PLA status. Tony is currently an Educational Recovery Leader at Dayton High School.</p>

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.

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Attachments

The following attachments have been included in this report.

1. Student Performance Team Worksheet- Final
2. Stakeholder Survey Plus/Delta- Final
3. Diagnostic Review Team Schedule- Final
4. Leadership Assessment Addendum- Final

Summary of Student Performance Data

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	47.6	48.6	46.3	No	Yes	N/A
2013-2014	49.0*	50.0	48.0	No	Yes	N/A

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessment 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						
6 th grade	15.1	46.3	15.6	52.8	21.6	52.9
7 th grade	19.7	54.7	17.6	54.4	16.7	54.5
8 th grade	19.0	52.4	21.9	52.2	22.3	54.1
Math						
6 th grade	10.2	38.5	17.5	47.3	14.2	43.2
7 th grade	15.4	38.6	15.3	42.1	11.5	40.9
8 th grade	20.4	45.1	22.3	45.2	16.1	44.2
Science						
7 th grade	32.5	61.2	27.3	64.2	N/A	N/A
Social Studies						
8 th grade	43.4	59.2	35.7	59.4	34.1	58.6
Writing						
6 th grade	6.3	48.0	9.5	52.3	13.2	44.1
8 th grade	12.7	38.6	8.0	35.2	8.5	34.3
Language Mech.						
6 th grade	6.8	43.8	7.6	40.3	15.8	46.1

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State, 2014-2015

English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
24.1%	60.7%	5.7%	31.6%	11.8%	39.5%	1.9%	15.3%

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

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	24.7(51.6)	16.3(48.3)	No (No)	24.2(41.1)	15.9(37.1)	No (No)
Reading	25.0(55.4)	19.0(53.8)	No (No)	24.5(44.9)	18.5(42.8)	No (No)
Math	24.3(47.8)	13.6(47.8)	No (No)	24.0(37.2)	13.2(31.3)	No (No)
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A
Writing	44.2(63.2)	33.2(58.6)	No (No)	43.7(52.3)	32.7(47.2)	No (No)

Program Reviews 2014-2015

Program Area	Curriculum and Instruction 3 pts possible	Formative & Summative Assessment 3 pts possible	Professional Development 3 pts possible	Administrative/Leadership Support 3 pts possible	Total Score 12 points possible	Classification
Arts and Humanities	2.06	2.14	1.78	2.00	8.0	Proficient
Practical Living	2.07	2.17	2.33	1.83	8.4	Proficient
Writing	2.00	2.13	2.33	2.00	8.5	Proficient

Plus

- Program Review data reflects that all three Program Review areas received a “proficient” classification.
- Frederick Law Olmsted Academy North has met their Participation Goal for the past three years.
- Reading and Language Mechanics scores on the KPREP Assessment showed an increase of % P/D for three consecutive years.
- On the EXPLORE assessment, English had the highest percentage of students meeting benchmark at the school.

Delta

- Frederick Law Olmsted Academy North has not met their AMO Goal for the past three years and their overall score decreased by 1.3 points since last year.
- KPREP Assessment results indicated a decrease in the percentage of proficient and distinguished students in the following areas since the '13-'14 school year: Reading (7th grade), Math (6th, 7th, and 8th grades), Social Studies (8th grade),
- The KPREP data revealed that Mathematics had the greatest decline, decreasing by 4.5 percent in proficient/distinguished since the '13-'14 school year.
- On the EXPLORE Assessment, all areas showed a decline from the previous year.
- The EXPLORE and KPREP assessment results for the school for the past three years have not met or exceeded the state averages in any tested area.
- Students did not reach the Proficiency or Gap Delivery targets in any content area.

Stakeholder Survey Plus/Delta

Teaching and Learning Impact

Plus: (minimum of 75 percent strongly agree/agree)

1. More than 75 percent of parents agreed/strongly agreed with all 14 items in this section.
2. Ninety-five percent of staff agreed/strongly agreed with the item, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

Delta:

1. Sixty-eight percent of staff agreed/strongly agreed with the item, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."
2. Sixty-four percent of staff agreed/strongly agreed with the item, "All teachers in our school provide students with specific and timely feedback about their learning."

Leadership Capacity

Plus:

1. More than 75 percent of parents agreed/strongly agreed with all 9 items in this section.
2. More than 75 percent of staff agreed/strongly agreed with all 9 items in this section.
3. Eighty-nine percent of staff agreed/strongly agreed with the item, "Our school's leaders support an innovative and collaborative culture."

Delta:

Note: More than 75 percent of all stakeholders agreed/strongly agreed that all items in this area were strengths.

Resource Utilization

Plus:

1. More than 75 percent of parents agreed/strongly agreed with all 9 items in this section.
2. Ninety-two percent of staff agreed/strongly agreed with the item, "Our school provides a plan for the acquisition and support of technology to support student learning."

Delta:

1. Sixty-seven percent of staff agreed/strongly agreed with the item, "Our school maintains facilities that contribute to a safe environment."

School Diagnostic Review Schedule November 8-11, 2015

**Frederick Law Olmsted Academy North
4530 Bellevue Ave
Louisville, Kentucky 40215**

Sunday, November 8, 2015

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		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 pm – 9:00 pm	Team Work Session #1 (Agenda provided by Lead Evaluator)		

Monday, November 9, 2015

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 and Mr. Rodosky
9:30 – 11:45	Begin school and classroom observations and Interview Sessions		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		Diagnostic Review Team Members
	Individual interviews: 1. All Administrators 4/4=100%: 2. 25% of professional staff (representing a cross-section of the faculty): 20/66=30%		

	Small groups (3-5 persons) interviews should be scheduled for 1. <u>Parent leaders</u> 2. <u>Students</u> 3. <u>Support staff SBDM Members</u>		
	Review of paper artifacts and documentation that could not be provided electronically. (Documents and artifacts provided in advance to the DR team electronically organized by standard, i.e., Google Docs or via a flash drive)		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 (Agenda provided by Lead Evaluator)	Hotel conference room	Diagnostic Review Team Members

Tuesday, November 10, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:40 a.m.	Team arrives at school		Diagnostic Review Team Members
7:40 a.m. – 11:45 a.m.	School and classroom observations		Diagnostic Review Team members
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		
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 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 (Agenda provided by Lead Evaluator)	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 11, 2015

Time	Event	Where	Who

	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	Final Team Work Session		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 2:30	<ul style="list-style-type: none"> • 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.	Conclude on-site review; Thank the principal and depart school		Diagnostic Review Team



2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities from the 2013-2014 Diagnostic Review or Progress Monitoring Visit for Frederick Law Olmsted Academy North.

Improvement Priority 1

Indicator 3.1	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
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	3	1.8

3.1 Improvement Priority (2013-14) Develop and implement a clearly defined process to ensure the curriculum is monitored and adjusted regularly to provide all students with equitable, challenging and individualized learning opportunities to be successful and prepared for the next level. Ensure that like courses have the same high learning experiences and that learning activities are individualized for each student in a way that supports achievement of expectations.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:
Note: All documents are housed on SharePoint and Smartsheet.

30-60-90 Day Trifecta Plans
Curriculum Maps

Scope and Sequences
Classroom Instructional Frameworks
Common Formative Assessments
Data Analysis Protocol
Plan Do Study Act Documents
Content-Team Document Monitoring Rubric
Common Formative Quality Rubric

School Supporting Rationale:

With the assistance of SIG funds, our KDE support team, and the district, school administrators and teachers have received ongoing training on the PLC process, which provides the framework through which we develop, monitor, and adjust curriculum.

Collaborative teams in each content and grade level have developed common scope and sequences, identified essential standards and developed a plan for when they will be taught and assessed. The teams then meet on twice-weekly basis to deconstruct the standards into student-friendly learning targets, develop lessons and materials using common classroom instructional frameworks (CIFs), and design common formative assessments (CFAs) that include shared proficiency criteria, in order to ensure that like courses have the same high learning experiences.

Content area teams collaboratively analyze CFA and district assessment data using a common data analysis protocol in order to make informed instructional decisions regarding RTI and to determine necessary differentiation and instructional activities, which are provided during a specific time on Fridays set aside for intervention. This process allows us to ensure equitability between courses, and to ensure challenging and individualized learning experiences are provided for all students.

Administration is embedded within Content-Area teams in order to support and monitor curriculum and instruction. Consistent feedback is given to teachers through walkthrough feedback and PDSA feedback.

The implementation of this process has already shown significant impact. When examined by cohort, our data reveals a trend in the reduction of students scoring Novice on both Reading and Math on KPREP. The 8th Grade class from 2013-2014 reduced the number of Novice scores in reading from their 6th Grade performance on KPREP by 30.3%, while reducing the number of Novice scores in Math by 22.4%.

Similarly, the 8th Grade class from 2014-2015 reduced the number of Novice scores in reading from their 6th Grade performance on KPREP by 16.1%, while reducing the number of Novice scores in Math by 13.3%.

Our most recent district assessment data also confirms our progress. For example, our 6th Grade Math proficiency scores on the first assessment of the year reduced Novice by 28.6% (from 65.8% to 37.2%) and increased Proficient and Distinguished scores by 24% (from 9.1% to 33.2%). Furthermore, our 7th Grade Language Arts reduced Novice 14.3% and increased Proficient and Distinguished scores 18.9%. Overall, when combining grade levels, Proficiency 1 results showed a decrease in reading Novice scores of 6.3% (approximately 40 students) and math scores of 20.5% (approximately 120 students). Overall proficiency in reading and math increased 6.4% (approximately 40 students) and 13.5% (approximately 80 students) respectively.

Below is a table that illustrates the growth from 2014 – 2015 Proficiency 1 results to our 2015-

2016 Proficiency 1 results:

6 th LA	N	A	P	D	P/D
2014	62	11.2	19.8	7	26.7
2015	63.8	7.4	13.4	15.4	28.8
7 th LA	N	A	P	D	P/D
2014	60.8	27.9	10.8	.5	11.3
2015	46.5	23.3	18.9	11.3	30.2
8 th LA	N	A	P	D	P/D
2014	49.8	16.4	26.9	7	33.8
2015	43.3	24.6	20.7	11.3	32
Combined 2014	57.5	18.5	19.2	4.8	23.9
Combined 2015	51.2	18.4	17.7	12.7	30.3

6 th math	N	A	P	D	P/D
2014	65.8	25.1	8	1.1	9.1
2015	38.2	27.6	27	7.2	34.2
7 th math	N	A	P	D	P/D
2014	46.8	25.6	22.2	5.4	27.6
2015	41.7	32.5	21.5	4.3	25.8
8 th math	N	A	P	D	P/D
2014	78.4	14.7	4.2	2.6	6.8
2015	49.7	26.3	15.1	8.9	24
Combined 2014	63.7	21.8	11.5	3	14.5
Combined 2015	43.2	28.6	21.2	6.8	28

Team Evidence:

- 30-60-90 Day Trifecta Plans
- Curriculum Maps
- Scope and Sequences
- Classroom Instructional Frameworks (CIF)
- Common Formative Assessments
- Data Analysis Protocol
- Plan Do Study Act Documents
- Content-Team Document Monitoring Rubric
- Common Formative Quality Rubric
- Classroom Observation Data
- Stakeholder Interviews

Team Supporting Rationale:**Student Performance Data:**

Student performance data does not suggest that the school has developed effective processes that will ensure all students are provided equitable and challenging learning experiences leading to next level preparedness. For example, the school has not met their Annual Measurable Objective Goal for the past three years, and student performance data in general, as detailed in the attachments of this report, placed the school in the 7th percentile among Kentucky's middle schools.

Classroom Observation Data:

Interviews and review of documents and artifacts indicate that the curriculum is being monitored and adjusted, however, these efforts are not being effectively translated into improvement in classroom instructional practices. Classroom observations revealed that students are not receiving individualized instruction and teachers do not have high student performance expectations in every classroom.

Stakeholder Interviews:

During interviews, teachers and administrators discussed the process of curriculum alignment that has taken place at FLOAN. They are excited about the direction the school is headed, but they all agreed that the classroom instruction is not where it needs to be.

The school leadership team has developed a plan and process to address and improve curriculum rigor. The past year focused primarily on curriculum alignment processes.

Interviews and classroom observations supported the need for increased rigor. Classroom observations using the eleot™ revealed that the High Expectations Learning Environment received a low rating of 2.14 on a 4-point scale. It was apparent that students were not asked questions requiring use of higher order thinking skills. Class assignments and tasks tended to be at the information gathering level in approximately two-thirds of the classrooms. There was little differentiation and individualization. The staff have developed scoring rubrics that will assist in setting higher student performance expectations, however, there was limited evidence of their actual use.

A staff development and walk through process that emphasizes the use of effective instructional strategies has just been implemented. This training coupled with appropriate supervision and evaluation holds much promise for improved student outcomes.

This Improvement Priority was rated as partially addressed because the staff has worked on curriculum alignment, however, it has just begun to address curriculum rigor.

Improvement Priority 2

Indicator 3.3	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2	3	1.4

3.3 Improvement Priority (2013-14) Design and implement new practices that ensure teachers engage students in their learning through the use of instructional strategies such as personalization of learning, authentic use of technology, student collaboration, development of critical thinking skills, etc. Monitor and evaluate implementation of these strategies to ensure improvement in student achievement.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence: Note: All documents are housed on SharePoint and Smartsheet.</p> <p>Office of Teacher Support (OTS) documents Walkthrough data Professional Development schedule CIFs Professional Practice Folders</p>
<p>School Supporting Rationale: Recognizing the need for comprehensive support and development in classroom instruction, school leadership has implemented a multi-tiered approach to provide monitoring and support. The Office of Teacher Support (OTS) is a new program designed to comprehensively induct new teachers and orientate them to the school’s instructional processes and expectations. Teachers are assigned a mentor and provided coaching through weekly walkthroughs, monthly meetings with their mentor, and monthly whole-group professional development sessions designed to promote best practice instruction. School leadership has provided training to all faculty around the Fundamental Five, a series of five high-yield best practices in instruction. These fundamentals provide the basis for our walkthrough program, which is used to consistently monitor classroom-level instruction. Data from this walkthrough program</p>

is collected using the E-Walk software program and disaggregated and analyzed by the Instructional Leadership Team and administrators.

A new system has been installed in which each teacher has a folder containing the results of their walkthroughs, along with instructional data (KPREP results, district assessment data, gradebooks, etc.) and their Student Growth Goals. These folders, known as Professional Practice folders, are used by the administration to facilitate coaching conversations for all teachers at established points throughout the year, so that teachers can reflect on their professional practice with guidance from instructional leadership.

The professional development system has been redesigned with a menu of professional development around best-practice pedagogy in curriculum, instruction, and assessment offerings that are aligned to the Danielson Framework for Teacher and Learning. Each teacher self-selects their professional development from a slate of offerings based on their professional needs and that align to their Student Growth Goal.

Collaborative teams work together to develop CIFs, which align Learning Targets and ensure students are reflecting on the instructional strategies being used in their classroom with colleagues teaching the same content and grade level.

Last year, three teachers were selected for district or state awards based on excellence in the classroom, showing a clear progress in this area in our building.

Team Evidence:

Office of Teacher Support (OTS) documents
Walkthrough data using Fundamental Five
Professional Development schedule
Common Instructional Framework (CIF) documentation
Professional Practice Folders
Classroom Observation Data
Stakeholder Interviews
PLC Agenda meetings and minutes
Principal's Presentation
Self- Assessment documentation

Team Supporting Rationale:

The school leadership team has developed a plan and process to improve classroom instructional practices. The plan includes training, supervision and evaluation and teacher self-reflection and self-assessment of their use of effective instructional practices.

The school staff has participated in numerous professional learning sessions provided by an independent contractor, Solution Tree. One significant program covered the development and effective use of Professional Learning Communities (PLCs). This training oriented the faculty to using the PLC process as a "means to an end" with the end result focusing on student achievement.

Interviews and documentation reveal that teachers participate in bi-weekly "PLC" meetings centering on a variety of topics (e.g., "Deconstructing Standards", "Data Analysis", "Instructional Techniques"). The stated purpose of these opportunities is to improve teaching and learning. Artifact reviews and staff interviews supported that a genuine PLC process (e.g., use of norms,

work sessions to initiate positive curricular, instructional, and assessment changes) exists. The foundational pieces of Professional Learning Communities have been introduced and put into place, however, professional learning experiences have not consistently translated to improved and rigorous classroom learning experiences. Specific high yield classroom instructional strategies need to be the focus of future PLC discussions.

Interviews and record reviews revealed that teachers receive regular, descriptive feedback on their instruction, however, this practice is in the infancy stage. The impact will be determined over time. A new observation protocol has been created through The Office of Teacher Support. The Office of Teacher Support has created Professional Practice Folders which contain supplemental documents used to support the feedback process (e.g., “E-Walk Subject Report”, “Performance Evaluation Observation/Conference Summary”, “Fundamental Five Target Goals”, “Proficiency Measure Data”, and “Teacher Reflection Notes”).

Classroom observations using the eleot™ revealed that the High Expectations Learning Environment received a low rating of 2.14 on a 4-point scale. The degree to which students were, “engaged in rigorous coursework, discussion, and/or tasks,” was either evident or very evident in 27 percent of classrooms. Observations also revealed that the degree to which students are exposed to, “exemplars of high quality work” was evident in 21 percent of classrooms. Most of the ten eleot items that are strongly correlated with classroom instructional practices were infrequently observed.

The Diagnostic Review Team recognized that the staff has made a significant and substantial start in effectively addressing the increased use of instructional strategies such as personalization of learning, authentic use of technology, student collaboration, development of critical thinking skills, etc. The Improvement Priority remains as “partially completed” because the implementation phase has only recently begun. The staff is encouraged to follow through with its plan for increasing the use of effective instructional strategies. It is encouraged to continue to make use of its PLC culture and processes, its supervision and walk through processes that are individualized, and the coaching assistance provided by the Education Recovery staff.

Improvement Priority 3

Indicator 3.10	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
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.	2	2	2.2

3.10 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Initiate a collaborative process to examine current grading		

policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies that assure academic grades are based on content knowledge and skills and common courses have the same high expectations.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence: Note: All documents are housed on SharePoint and Smartsheet.</p> <p>New SBDM Grading Policy Standards-Based Pilot information CIFs CFA results RTI documents Professional Practice Folders IC Parent Portal</p>
<p>School Supporting Rationale:</p> <p>School-wide grading and reporting practices have been significantly developed in the last two years. Our SBDM adopted a new grading policy, showing a clear emphasis from all stakeholders on the importance of accurate, equitable, and transparent grading and reporting practices.</p> <p>As a result of our work as a PLC, and the shift towards standards-alignment in the classroom, our school's instructional leadership volunteered to participate in a district-based standards-based grading pilot that began this year. All teachers have received training in aligning their gradebooks with standards-based principles.</p> <p>The collaborative team process, in which teachers share lessons and resources, co-develop materials and assessments, and analyze data from their classrooms has dramatically increased the alignment between courses and the equity in outcomes from one classroom to another. CIFs, CFAs, and our data analysis protocols are all examples of evidence that this trend is taking place.</p> <p>The Professional Practice folders contain printed copies of each teacher's individual gradebooks from Infinite Campus. While the administrative team reviews the folder with the teacher, support and monitoring is provided to ensure alignment with expectations regarding gradebooks.</p> <p>Students and parents are able to access student grades 24/7 through the Infinite Campus Parent Portal. Through our School Technology Coordinator, all students have been trained in how to use this program. Also, parents are given mid-term progress reports by classroom teachers every three weeks.</p>

<p>Team Evidence:</p> <p>New SBDM Grading Policy Standards-Based Pilot information CIFs CFA results RTI documents Professional Practice Folders IC Parent Portal</p>
<p>Team Supporting Rationale:</p> <p>Initial training has been completed on the overview of Standards-Based Grading (SBG) and aligning gradebooks to standards. There remains a need to develop an implementation system or protocol to ensure that specific learning targets are identified for mastery and are aligned to the scope and sequence.</p> <p>Although a new grading policy has been adopted by SBDM for the 2015-2016 year, it is not yet being implemented consistently by all staff. Sixty-four percent of all staff agreed/strongly agreed with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria,” indicating nearly a third of staff cannot confirm the systematic implementation of these policies, processes, and procedures across grade levels and courses. Students and staff communicated during interviews that there was still a lack of clarity in relation to the grading criteria. Many were not aware of the policies, processes and procedures. Professional Practice Folders indicated a discrepancy between reported grades which were higher than actual student performance levels based on assessment data.</p> <p>Initial training has been completed on the overview of Standards-Based Grading (SBG) and aligning gradebooks to standards. There remains a need to develop an implementation system or protocol to ensure that specific learning targets are identified for mastery and are aligned to the scope and sequence.</p> <p>Based on the continued needs described above this Improvement Priority (IP) was rated as partially completed. The Diagnostic Review Team concluded that this IP did not need to be extended for the next two years. It is imperative that the school focus on the two key areas identified in Improvement Priorities 1 and 2: curriculum rigor and instructional strategies.</p>

Improvement Priority 4

Indicator 4.5	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The technology infrastructure supports the school’s teaching, learning, and operational needs.	2	3	2.8

4.5 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Engage in a collaborative process to examine existing technology resources and infrastructure, the school technology plan and planning process, and the extent to which technology is being used by students as learning tools and resources. Use the results of this examination to develop new policies, practices, expectations, etc., that will ensure students frequently and consistently use technology as learning tools and resources.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence: Note: All documents are housed on SharePoint and Smartsheet.</p> <p>Technology Plan Tech Usage docs Reservation Calendar Technology Committee Agendas</p>
<p>School Supporting Rationale: Our school has recently added over \$85,000 in technology through grants and technology allocations from the district. As a result, teachers throughout the building now have access to a significant amount of the latest instructional technologies. In addition to a brand-new 35 desktop computer lab and an additional computer lab with updated and upgraded equipment, teachers also have access to four laptop carts, an iPad cart, a dedicated Engineering program tablet cart, 10 SMART boards, document cameras and projectors in every room, and a printer and networked computers in each classroom. In order to maintain the technology and provide teachers with the training and support necessary to use technology in instruction at high levels, school leadership budgeted a School Technology Coordinator (STC). In addition to teaching the Student Technology Leadership Program (STLP) courses, the STC has facilitated a series of professional developments around incorporating technology in instruction. Finally, through embedded administration in collaborative teams and through information provided by the STC regarding computer usage, school administration monitors and supports the usage and availability of technology throughout the building.</p>

<p>Team Evidence: Technology Plan</p>

<p>Tech Usage docs Reservation Calendar Technology Committee Agendas</p>
<p>Team Supporting Rationale: The Diagnostic Review Team agrees with the school's rating. Documentation, observations and interviews reveal that the school has spent considerable money upgrading its technology infrastructure and hardware. All classrooms are equipped with basic instructional technology such as SmartBoards and document cameras. There is a well-used computer lab. Laptop computer carts are available. There is sufficient bandwidth to support instructional and administrative needs.</p> <p>The Diagnostic Review Team noted that the first part of this Improvement Priority (technology acquisition) had been addressed. The second part (student use in the classroom) remains an area needing improvement. Student use of technology is addressed in Improvement Priority 2, therefore, this IP is considered to have been satisfactorily addressed and has not been continued.</p>

Improvement Priority 5

Indicator 5.5	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1	3	2.6

5.5 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Devise, deploy, and document a system to monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Ensure that school leaders regularly communicate the results to all stakeholder groups using multiple methods of delivery.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been		

addressed.		
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School Evidence:

Note: All documents are housed on SharePoint and Smartsheet.

- Communications Plan
- Samples of Communications
- 30-60-90 Day Plans
- Quarterly Reports
- Collaborative Team Communications

School Supporting Rationale:

A comprehensive Communication Plan has been developed to ensure that all stakeholders receive frequent, timely, and accurate information using a variety of forms. The Communication Plan includes both internal communication (weekly principal communication, staff newsletters, PBIS newsletters, etc.) and external communication (Colts Corner, News You Can Use, etc.) that address both the day-to-day happenings of the school, but also comprehensive information about student learning.

The Communications Plan also utilizes a variety of mediums – print, email, text, and social media – to enable all stakeholders to understand the various school improvement goals and initiatives.

Monitoring and support of the Communications Plan is provided by school leadership.

School leadership has been highly-intentional in the development of an array of monitoring tools used to inform these communications and promote stakeholder-wide understanding of improvement goals and progress. 30-60-90 Day plans around the FLOAN Trifecta (PLCs, RTI, and Office of Teacher Support) and Quarterly Reports are shared with the Instructional Leadership Team and staff on a frequent and consistent basis. School leadership has also implemented frequent communication regarding collaborative team progress and achievement scores, using a rubric-style tool highlighting the positive work that our collaborative teams are producing using. Furthermore, as referenced previously in the addendum, comprehensive information about student learning and the conditions that promote student learning are shared with teachers through the professional practice folders and supported through individual conferences between administration and teachers.

Team Evidence:

- Communications Plan
- Samples of Communications
- 30-60-90 Day Plans
- Quarterly Reports
- Collaborative Team Communications
- Student Surveys
- Parent Surveys
- Staff Surveys
- Interviews

Team Supporting Rationale:

The Team agrees with the school's rating for this Improvement Priority. The principal reported that a weekly "News You Can Use" is sent out via email to all staff, students, and parents which includes multiple types of information, including assessment data, behavior data, celebrations, announcements, and other pertinent information that needs to be shared. This permits the leaders to communicate the results of common formative assessments to all stakeholder groups within the school community. Interviews with all stakeholders indicated that the communication plan has improved the communication with the stakeholders and that they are much more informed of the learning, conditions that support student learning, and achievement of school improvement goals.

The Communication Plan that has been developed includes a variety of formats to reach all stakeholders. The formats include print, telephone, text, email, and online parent portal through Infinite Campus (IC). Parents are encouraged to activate their parent portal through IC to stay current with their child's grades and behaviors. Announcements are also posted through IC.

Surveys indicated that communications are much improved, and that the communication of school improvement is much more frequent, with 89 percent of all staff reporting that the leadership monitors data related to school achievement and 95 percent of all staff reporting that leadership monitors data related to school continuous improvement goals. Nearly 88 percent of parents surveyed indicated that the leadership ensures that all staff members monitor and report the achievement of the school goals.

School Diagnostic Review Summary Report
Frederick Law Olmsted Academy North

Jefferson County Public Schools

11/08/2015 – 11/11/2015

The members of the Frederick Law Olmsted Academy North 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 Frederick Law Olmsted Academy North to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Frederick Law Olmsted Academy North does have the ability to continue its roles and responsibilities established in KRS 160.345.

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 Frederick Law Olmsted Academy North.

Principal, Frederick Law Olmsted Academy North

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____