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AdvancED®
Engagement
Review Report



AdvancED® Diagnostic Review

Results for:

Frederick Law Olmsted Academy North
4530 Bellevue Avenue
Louisville, KY 40215

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Introduction

The AdvancED 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 the in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help 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 educators from the fields of practice, research and policy. These talented leaders 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.

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 they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-level Administrators	3
Building-level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	15
Non-certified Staff	3
Students	43
Parents	5
Total	80

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four categories: Needs Improvement, Emerging, Meets Expectations and Exceeds Expectations. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

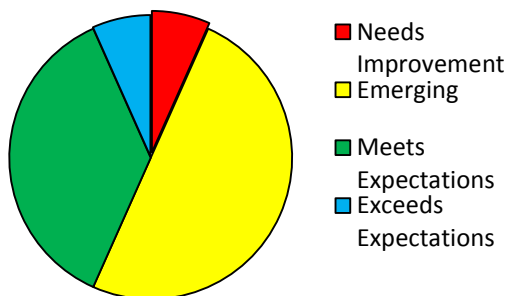
Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Emerging
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.	Meets Expectations
3.2	The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution’s purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.	Emerging
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

The chart below provides an overview of the institution ratings across the three Domains.



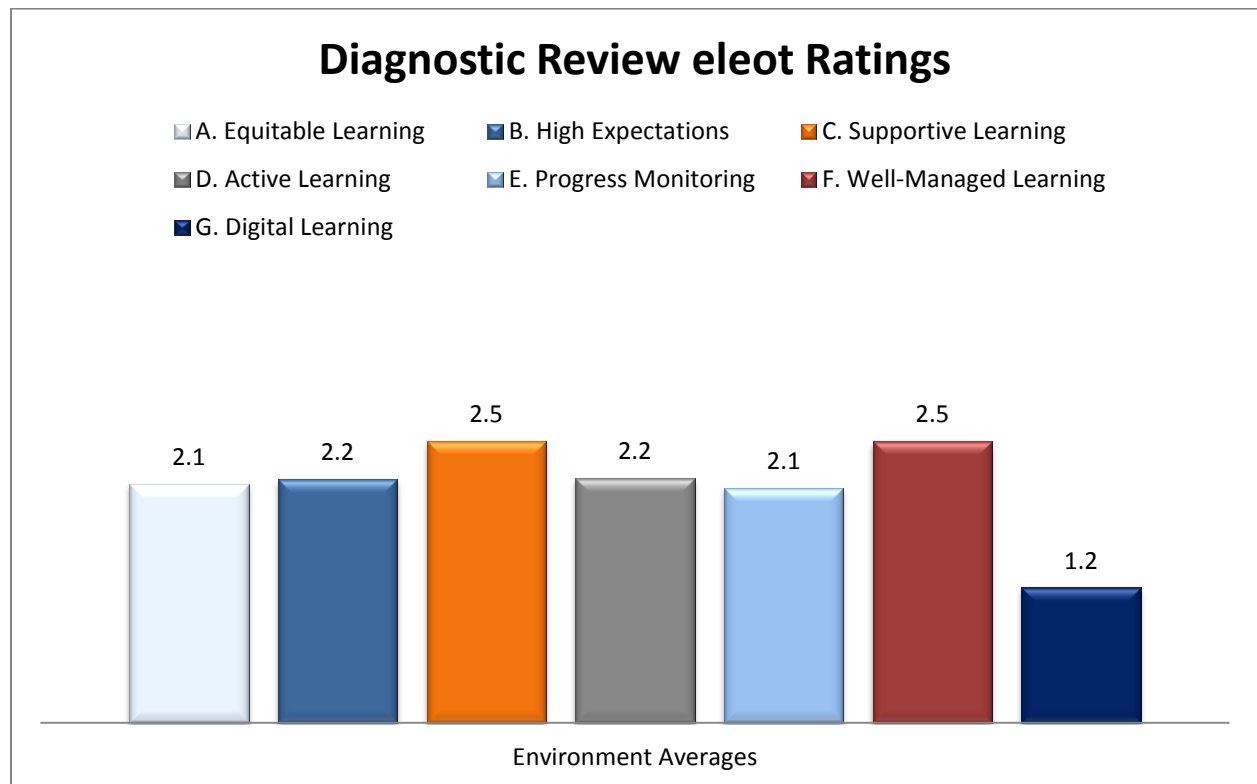
Rating	Number of Standards
Needs Improvement	2
Emerging	15
Meets Expectations	11
Exceeds Expectations	2

Effective Learning Environments Observation Tool® (eleot®)

Results

The eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team is required to be eleot-certified and pass a certification exam that establishes inter-rater reliability. Team members conducted 28 observations with eleot during the Diagnostic Review process, including all learning environments covering core content areas. The following provides the aggregate data across multiple observations for each of the seven learning environments included in eleot.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.8	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	50%	32%	11%	7%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	7%	21%	61%	11%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	4%	25%	68%	4%
A4	1.4	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	68%	29%	4%	0%
Overall rating on a 4 point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.3	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	7%	61%	29%	4%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	7%	46%	46%	0%
B3	1.9	Learners demonstrate and/or are able to describe high quality work.	46%	21%	29%	4%
B4	2.2	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	14%	54%	29%	4%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	18%	54%	25%	4%
Overall rating on a 4 point scale:			2.2			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	46%	36%	4%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	18%	21%	46%	14%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	7%	21%	64%	7%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	4%	43%	50%	4%
Overall rating on a 4 point scale:		2.5				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	11%	43%	43%	4%
D2	1.8	Learners make connections from content to real-life experiences.	43%	36%	18%	4%
D3	2.5	Learners are actively engaged in the learning activities.	7%	46%	36%	11%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	36%	32%	21%	11%
Overall rating on a 4 point scale:		2.2				

E. Progress Monitoring Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	50%	39%	11%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	14%	46%	29%	11%
E3	2.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	11%	39%	43%	7%
E4	2.0	Learners understand and/or are able to explain how their work is assessed.	36%	29%	36%	0%
Overall rating on a 4 point scale:			2.1			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	0%	39%	54%	7%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	54%	46%	0%
F3	2.5	Learners transition smoothly and efficiently from one activity to another.	7%	43%	43%	7%
F4	2.5	Learners use classtime purposefully with minimal wasted time or disruptions.	11%	43%	36%	11%
Overall rating on a 4 point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	86%	7%	4%	4%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	86%	4%	4%	7%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	7%	0%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

Using the eleot classroom observation tool, the Diagnostic Review Team conducted 28 classroom observations in a variety of subject areas, including all core content classes. Team members observed in classes at various points during the instructional delivery process. The overall eleot ratings ranged from 1.2 to 2.5 on a four-point scale. The Diagnostic Review Team assigned the highest rating of 2.5 to both the Well-Managed Learning Environment and the Supportive Learning Environment. The High Expectations Learning Environment and the Active Learning Environment tied with a rating of 2.2. In addition, the Equitable Learning Environment and the Progress Monitoring Learning Environment both scored an average rating of 2.1. Finally, the Digital Learning Environment earned the lowest rating of 1.2.

Several items emerged as relative strengths. Classroom observation data from the Supportive Learning Environment, for example, revealed instances of students supported by the “teacher, their peers and/or other resources to understand content and accomplish tasks” (C3) were evident/very evident in 71 percent of classrooms. This aligned with Student Inventory data, which revealed 247 of 340 students reported in at least half/all of their classes they received “specific feedback about my work from my teacher and/or classmates that help me better understand what I’m learning” (E6). Likewise, data showed it was evident/very evident in 60 percent of classrooms that students took “risks in learning (without fear of negative feedback)” (C2). Observation data further revealed it was evident/very evident in 54 percent of classrooms that students demonstrated “a congenial and supportive relationship with their teacher” (C4). Student Inventory data revealed that 237 of 340 students responded, “I receive acknowledgement and/or praise for my strengths or accomplishments” (E8) in at least half/all of their classes.

The Diagnostic Team noted several items earned relatively higher ratings than others. Students who had “equal access to classroom discussions, activities, resources, technology, and support” (A2), for example, were evident/very evident in 72 percent of classrooms. Also, in 72 percent of classrooms, it was evident/very evident that students were “treated in a fair, clear, and consistent manner” (A3). Conversely, instances of students who demonstrated and/or had opportunities “to develop empathy, respect, appreciation for differences in abilities,

aptitudes, backgrounds and cultures” (A4) were evident/very evident in four percent of classrooms, making it a significant leverage point for continuous improvement.

The Diagnostic Review Team identified several areas in need of substantial improvements, including the frequency and quality of student technology use. For example, the extent to which students used “digital tools/technology to communicate and work collaboratively for learning” (G3) was evident/very evident in zero percent of classrooms. Also, instances of students who used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in eight percent of classrooms. These data paralleled Student Inventory results, which revealed 204 of 340 students reported they used, “digital tools to complete assignments, such as conducting research, finding information, communicating and/or creating something new” (E5) in at least half/all of their classes. It was evident/very evident in 11 percent of classrooms that students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Classroom observations revealed that most students had access to digital tools; however, these data also confirmed the need for teacher professional development to increase student use of digital tools/technology to communicate and work collaboratively for learning.

Instances of students who “engaged in differentiated learning opportunities and/or activities” that met their needs (A1) were evident/very evident in 18 percent of classrooms. In addition, observation data revealed instances in which students engaged in “rigorous coursework, discussions, and/or tasks that required higher order thinking (e.g., applying, evaluating, synthesizing)” (B4) were evident/very evident in 33 percent of classrooms. One concern of the Diagnostic Review Team was the lack of students who demonstrated or had “opportunities to develop empathy, respect, appreciation for differences in abilities, aptitudes, backgrounds, cultures and/or other human characteristics, conditions and dispositions” (A4). In fact, those opportunities were evident/very evident in only four percent of classrooms. In addition, it was evident/very evident in 11 percent of classrooms that students monitored “their own progress” or had, “mechanisms whereby their learning progress” was monitored (E1). A leverage point emerged within the stakeholder interview data, suggesting school leaders could improve student achievement by closely monitoring instructional practices to ensure students engage in rigorous coursework, discussions and/or tasks.

Findings

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority

Develop, implement and monitor a systematic process that establishes high academic expectations for students and provides personalized learning and differentiated instruction. (Standard 2.1)

Evidence:

Student Performance Data

The school provided evidence of Kentucky Performance Rating for Educational Progress (K-PREP) data with grade-level cohort comparisons. Student performance data, as detailed in the addendum of this report, revealed the percent of students scoring proficient and distinguished in all content areas and at all grade levels was significantly below state scores. The percent of students scoring proficient and distinguished dropped in sixth and seventh grade reading and math and in eighth grade writing from 2015-2016 to 2016-2017. In addition, student performance data indicated that the school did not meet any delivery targets for proficiency or gap in 2016-2017.

Classroom Observation Data

Classroom observation data, as previously detailed in this report, revealed low levels of student engagement with high levels of teacher-centric instruction. Instances in which students engaged in “rigorous coursework, discussions and/or tasks that require higher order thinking” (B4) were evident/very evident in 33 percent of classrooms. A lack of rigor was evident in classrooms as the majority of instruction was teacher directed with minimal activities to promote critical-thinking by students. It was evident/very evident in 33 percent of classrooms that students strived “to meet” and were “able to articulate high expectations established by themselves or the teacher” (B1). Classroom observation data also indicated instances in which students demonstrated and/or were able to describe “high quality work” (B3) were evident/very evident in 33 percent of classrooms. In addition, it was evident/very evident in 18 percent of classrooms that students engaged in “differentiated learning opportunities and/or activities” that met their needs (A1). Team members noted few instances of hands-on activities or project-based learning despite this being a school initiative.

A review of November 2017 eleot classroom observation data collected during building level walkthroughs, showed that item A1 (differentiated instruction) received a rating of 1.4 on a four-point scale. In addition to using the eleot observation tool, the administration used a local walkthrough instrument. From September to October 2017, data generated using that local walkthrough form revealed that guided or independent practice was observed 19.9 percent of the time based on 161 walkthroughs. Walkthrough data also revealed classroom instruction involved students filling in or copying information 13 percent of the time. Finally, these data suggested that 66.7 percent of the time, teachers asked questions of students and students answered. Data showed no dialogue was observed 25 percent of the time.

Stakeholder Perception/Experience Data

Inventory data revealed teachers reported students were actively engaged in their learning. For example, 30 of 32 teachers selected, almost always/often to the question about students being actively engaged in their learning

(C7). In addition, 31 of 32 teachers selected, almost always/often to the question about how often high learning expectations were established for all students (C4). Eighteen of 32 teachers indicated that learning goals were almost always/often differentiated for each student (C5). Inventory data revealed 22 percent of students reported, “opportunities to work on real-life problems” (D1), 23 percent reported, “I give class presentations or share my work with classmates” (D2) and 37 percent reported, “opportunities to correct and/or improve my work” (E7) in all of their classes. In addition, 39 percent of students indicated that in all of their classes they were offered personalized opportunities that met their individual needs (E2).

Stakeholder Interview Data

Interview data revealed that teachers and administrators possessed inconsistent perspectives regarding instructional practices and the level of rigor necessary for students to demonstrate mastery of standards. Interview data indicated the school was involved in several professional development initiatives, including College Ready Writers Program (CRWP) with the University of Louisville, Illustrative Math, instructional rounds training through Harvard University and project-based learning through the Buck Institute. Teachers reported that professional development was differentiated to meet their individual needs. Even though many professional learning opportunities were focused on improved instruction and student engagement, interview data revealed common themes and concerns existed related to lack of rigor, student engagement and instructional strategies with differentiated activities and individualization.

Documents and Artifacts

A review of documents and artifacts (e.g., Plan, Do, Study, Act (PDSA): Instructional Improvement Monitoring System, lesson plans, Classroom Instructional Frameworks) uncovered a plan for monitoring instructional practices for student engagement, but the review did not reveal documented, deliberate and embedded instructional strategies designed to address individual student needs and interests during Tier 1 instruction. In addition, evidence indicated the existence of the Office of Teacher Support that focused on instructional strategies (e.g., student engagement). Data from the Danielson Framework for Teaching Evaluation Instrument suggested the need for continued professional development in the area of student engagement (3C Engaging students in learning).

Improvement Priority

Use student performance data to plan, implement, monitor and adjust instruction to meet the individual needs of students. Deliberately plan individualized instructional strategies. Instruction and student learning tasks should routinely include research-based, high-yield strategies. Use results from formative, summative and other outcome assessments to evaluate and adjust instructional planning and implementation. (Standard 2.7)

Evidence:**Student Performance Data**

A review of student performance data, as detailed in an attachment to this report, revealed that from 2015-2016 to 2016-2017, the number of students who performed proficient/distinguished on K-PREP in reading increased while the number of students who scored at the novice level decreased. From 2015-2016 to 2016-2017, the number of students who scored proficient/distinguished in math decreased while the number of students who performed novice increased. Student performance data showed that in writing on the K-PREP assessment, only 4.3 percent of students performed at the proficient/distinguished levels in 2016-2017.

Classroom Observation Data

Classroom observation data, as detailed previously in this report, suggested the school had not systematically monitored and adjusted instruction to support student learning. Instances in which students engaged in “differentiated learning opportunities and/or activities” that met their needs (A1) were evident/very evident in 18 percent of classrooms. Observation data revealed instances of students engaged “in rigorous coursework, discussions, and/or tasks” that required the use of “higher order thinking” (B4) were evident/very evident in 33 percent of classrooms. It was evident/very evident in 11 percent of classrooms that students “monitored their own progress” or had “mechanisms whereby their learning progress” was monitored (E1). It was evident/very evident in 40 percent of classrooms that students responded to “feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). In addition, instances in which students understood or were able to “explain” how their work was “assessed” (E4) were evident/very evident in 36 percent of classrooms.

Stakeholder Interview Data

Interview data revealed that while there were structures in place for all teachers to create and calibrate their curriculum, the quality of instructional and classroom practices varied across the school. Interview data showed teachers made positive comments about collaborative planning time. Teachers also remarked positively about the work by the Goal Clarity Coach in curriculum and instruction; however, some staff members expressed concern that building leadership lacked a focus on curriculum and instruction. As indicated previously in this report, interview data revealed that several common themes emerged, including lack of rigorous instruction, student engagement and individualization.

Stakeholder Perception/Experience Data

Teacher Inventory data showed that when asked whether they used “achievement data to modify and adjust materials and lessons” for students (C9), 17 of 32 teachers responded, “Almost always.” Further, Teacher Inventory data revealed that when asked if they used a “formal process to determine the individual learning needs” of students (E4), 18 of 31 responded, “Frequently and regularly.” When teachers were asked whether they used “a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content” (E7), 23 out 31 responded, “Frequently and regularly.” Finally, a review of the Student Inventory data revealed for the question, “I complete assignments that meet my personal learning needs” (E2), 39 percent of students responded, “In all of my classes.” In addition, Student Inventory data showed for the question,

“I am provided opportunities to correct and/or improve my work” (E7), 37 percent of students responded, “In all of my classes.” Of the 375 students who responded to the Climate and Culture Survey prompt, “Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school,” 180 students selected, “Listen to teachers;” 153 responded, “Complete worksheets;” 153 reported, “Work with others;” 93 selected, “Complete challenging work” and nine chose, “Complete brief projects.” Finally, to the inventory prompt, “I use digital tools to complete assignments, such as conducting research, finding information, communicating and/or creating something new” (E5), 25 percent of students responded, “In all of my classes.”

Documents and Artifacts

A review of documents and artifacts indicated that processes had been established to guide the work of unpacking the district curriculum while embedding new curriculum work. In addition, teachers had the autonomy to implement project-based learning activities. School-based teacher department heads attended district meetings every eight weeks to acquire curriculum next steps. In turn, department heads shared the information with colleagues in their respective content departments. Furthermore, structures existed for coaching sessions and weekly professional learning community (PLC) meetings. The degree to which these sessions deliberately impacted the development and delivery of personalized instruction, however, remained unclear and could not be verified through interview or observation data.

Improvement Priority

Implement a systematic, comprehensive process that integrates digital resources into teaching and learning to improve professional practice and student performance. Routinely evaluate the process to ensure it improves professional practice and student learning. (Standard 3.5)

Evidence:**Student Performance Data**

Student performance data, as detailed in an attachment to this report, revealed the percent of students scoring proficient and distinguished in all content areas and at all grade levels was significantly below state scores. In addition, student performance data indicated that the school did not meet any delivery targets for proficiency or gap in the 2016-2017 school year.

Classroom Observation Data

Classroom observation data, as detailed previously in this report, indicated that instances of students who used “digital tools/technology to gather, evaluate and/or use information for learning” (G1) were evident/very evident in eight percent of the classrooms. Additionally, instances in which students used “digital tools/technology to conduct research, solve problems and/or create original works for learning” (G2) were evident/very evident in 11 percent of classrooms, and students who used “digital tools/technology to communicate and/or work collaboratively for learning” (G3) were evident/very evident in zero percent of classrooms. Collectively, these data suggested digital resources had not been integrated into professional practices.

Stakeholder Interview Data

A review of interview data revealed that staff members were unable to identify or describe a formal process for integrating digital resources into professional practices. The principal indicated there were plans to develop a future Science Technology Engineering Art Mathematics (STEAM) Hub at the school, and the school had been awarded a grant that would provide one-to-one devices for students in the coming year. Interview data revealed that professional staff and administrators had concerns about the current capacity to integrate digital resources in a deliberate and effective way to support professional practice and student learning. Administrators acknowledged a need for a plan to provide professional learning opportunities for staff and to implement and monitor the consistent and effective use of digital resources to support student learning.

Stakeholder Perception/Experience Data

Inventory data indicated 20 of 31 teachers responded almost always/often to the prompt, “I have ample resources (material, fiscal and personnel) to assist me in meeting the needs of my students” (E3). Furthermore, 9 of 32 teachers responded, “Frequently and regularly” to the statement, “I structure lessons, tasks and activities that require students' use of digital tools for learning” (C8). Conversely, inventory data revealed 25 percent of students reported they used “digital tools to complete assignments, such as conducting research, finding information, communicating and/or creating something new” (E5) in all of their classrooms. Although a majority of staff members confirmed they participated in professional development activities for integrating digital resources in the classroom, some teachers stated that professional practices related to digital resource integration were implemented inconsistently.

Documents and Artifacts

A review of documents and artifacts (e.g., Science, Technology, Engineering, Art, Mathematics (STEAM) Magnet Plan, PBL Project Design and Overview) revealed plans for the use of digital resources through the implementation

of project-based learning and the three-year transition/development of a STEAM Hub. A review of documents also revealed a one-to-one initiative. The Diagnostic Review Team found no evidence that suggested a task force had been established to determine needs, tasks or timeline for implementation. In addition, no formal process or plan for monitoring of professional practices or evaluation to determine the impact on learning specifically related to digital resource integration were provided. A review of evidence revealed the school was recently selected by Verizon as a grant recipient. The grant will support one-to-one devices for all students and teachers and will provide an opportunity to increase student participation in the STEAM magnet program.

Conclusion Narrative

Strengths:

Students, parents, teachers and the leadership team at Frederick Law Olmsted Academy North (FLOAN) demonstrated a sense of pride and love for their school that permeated throughout the campus. Data from interviews, observations and informal conversations showed the school environment had undergone positive change over the previous three years. One teacher remarked, “The climate and atmosphere here has changed to be more positive.” The teacher added, “The school focus has changed from that of managing behaviors to an academic focus. . . used to be a very stressful place to work, however, that is not the case today.” These assertions paralleled Teacher Inventory data about instruction in which 31 of 32 teachers responded, almost always/often to the statement, “My lessons are based on high expectations for students” (C4). Teacher Inventory results also showed that 30 of 32 teachers responded, almost always/often to the statement, “My lessons provide opportunities for students to be actively engaged in their learning” (C7). Classroom observation data revealed that teachers supported students and students relied on and helped one another.

The Diagnostic Review Team observed a well-managed learning environment. The school had established a formal process (i.e., advisory period) that ensured students had access to an adult who supported them. Classroom observation data showed students routinely spoke and interacted respectfully with teachers. Class time, generally, was maximized with minimal wasted time or disruptions. Parents and students applauded the school’s commitment to providing all students with access to an adult and for building positive relationships between students and staff. One parent captured the spirit of many with the statement, “I love this school, because I know my son’s teachers and principal care about him.” Also, teacher inventory data showed that 28 of 32 teachers responded, frequently and regularly/sporadically to the statement, “Students in my class have formal opportunities to develop positive relationships with their peers and/or adults” (C14). Many teachers at FLOAN demonstrated genuine care for one another and their students. Teachers frequently articulated a sense of belonging.

Continuous Improvement:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Emerging
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Emerging

Stakeholder feedback, interview and classroom observation data and a review of artifacts submitted by school leadership demonstrated that district and school leaders devised a plan to exit Frederick Law Olmsted Academy North from priority school status as defined by the Kentucky Department of Education. During 2017-2018, the school received financial assistance from the Deeper Learning and Verizon grants and the Amazon Makerspace. Using these funds, the school purchased technology and provided professional development to staff members in an effort to improve student achievement. Teacher Inventory, interview and classroom observation data and a

review of artifacts and documents validated the need for a systematic process to monitor student assessment data and ensure findings drive instructional practices and school professional development activities. Although the school had access to multiple sources of data (e.g., Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing, What I Need/Response to Intervention Groups, district and state assessments, teacher made common formative assessments), student achievement had not adequately and consistently improved as measured by state assessments.

The Diagnostic Review Team suggests the school use the implementation of research based educational initiatives to improve its ability to systematically evaluate instructional practices as a way to improve student learning. The Diagnostic Review Team found that although the school used data to evaluate the effectiveness of different improvement initiatives and to develop a formal process to build teacher capacity through a professional learning program (i.e., Office of Teacher Support), these strategies had not resulted in consistent improvements in student growth. The Diagnostic Review Team also suggests the school work to increase and align instructional rigor to desired student outcomes.

Finally, to provide the level of instruction necessary to meet the individual needs of students and the school's learning expectations, the Diagnostic Review Team encourages the school leadership team to establish and implement systematic processes to monitor and adjust instruction based on current and emerging data about the effectiveness of instructional practices and student learning needs.

Next Steps

The results of the Diagnostic Review provide next steps to guide the school improvement journey and improve the quality of educational opportunities for all learners. Findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. Feedback provided in the Diagnostic Review Report will assist the school in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the school is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

Diagnostic Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. James L Driscoll	Dr. James Driscoll currently serves as the assistant superintendent, East Area K-8, in the Mesa Unified School District in Mesa, Arizona. He has teaching experiences at a variety levels kindergarten through eighth grade in suburban and urban settings. He has also served as a faculty associate professor for Arizona State University. Dr. Driscoll’s administrative experience includes being a dean of students, assistant principal, principal, director of special education and a district hearing officer. He has extensive experience in evaluation processes, developing equitable/challenging learning experiences for all students and identifying strengths and weaknesses in collaborative learning communities.
Susan Greer	Mrs. Greer is an educational recovery director and novice reduction coordinator with the Kentucky Department of Education. In that position, she coordinates and directs education recovery staff and their work in assisting schools in a wide range of school improvement practices. She also directs a team of novice reduction coaches. In addition, Mrs. Greer is certified as a facilitator for the National Institute for School Leadership (NISL) and is leading her fourth cadre this year. Mrs. Greer holds her superintendent certification from Eastern Kentucky University and a principalship and instructional supervisor certificate from Union College. Mrs. Greer received a master’s degree in secondary education and a Bachelor of Arts degree in English and psychology from the University of the Cumberland in Kentucky. Mrs. Greer spent nine years teaching middle school and high school students and was a high school administrator for ten years. She has served with the Kentucky Department of Education for the last nine years.
Melissa Evans	Mrs. Evans is currently serving as an education recovery leader assigned to Breathitt County where she assists the district in turnaround process. Mrs. Evans holds a bachelor’s degree in science and master’s degree in science and language arts from Union College in middle school education. She also earned a Rank I in supervision of instruction and a superintendent certification from University of the Cumberland. Mrs. Evans spent 18 years teaching middle school and high school students and was a district level administrator for five years.
David Hoskins	Mr. Hoskins is in his sixth year as the principal of Edythe J. Hayes Middle School. From 2006-2012, he served as the school's second associate principal, and prior to that assignment, he was a member of the inaugural staff in 2004. Mr. Hoskins serves on the Eastern Kentucky University College of Education Advisory Committee and has been the chair person for the Juvenile Restorative Justice Board of Directors.

Team Member Name	Brief Biography
Michelle Bell	Mrs. Bell works at Cumberland County High School for the Cumberland County Public School System. In her position, she makes decisions each day based on what is best for her students. She primarily focuses her time on curriculum (math academy), assisting the science department and tracking school testing data. Mrs. Bell has a Bachelor of Arts degree in biology, a master's degree in education and a Rank 1 in administration. Mrs. Bell has experience as a classroom teacher, district leader for science curriculum, assistant principal and principal.

Student Performance Data

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2015-2016, 2016-2017)

Content Area	%P/D School (2015-16)	%P/D State (2015-16)	%P/D School (2016-17)	%P/D State (2016-17)
Reading				
6 th grade	19.1	55.5	18.9	58.9
7 th grade	22.6	56.6	19.1	54.6
8 th grade	15.8	53.6	26.6	57.1
Math				
6 th grade	18.5	50.2	10.0	49.1
7 th grade	21.6	45.4	18.6	43.3
8 th grade	16.2	45.5	22.3	48.7
Social Studies				
8 th grade	27.5	59.7	31	60.5
Writing				
8 th grade	9.5	40.7	4.3	37.2
Language Mech.				
6 th grade	7.5	41.2	17.4	48.0

School Achievement of Proficiency and Gap Delivery Targets (2016-2017)

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	41.4	19.4	No	41.1	18.2	No
Reading	41.7	22	No	41.3	20.9	No
Math	41.1	16.7	No	40.9	15.5	No
Social Studies	56.6	30.3	No	56.2	29.7	No
Writing	36.9	4.3	No	36.9	4.1	No

Plus:

8th grade reading trended upward with greatest increase of all content areas and grades for a 10.8 % proficient and distinguished increase for a total score of 26.6 % and the state scored 57.1 % in the 2016-17 school year.

Delta:

All content areas and grade levels scored below the state score for % proficient and distinguished. The percent of students scoring proficient and distinguished dropped in 6th and 7th grade reading and math, and 8th grade writing from the 2015-16 to the 2016-17 school year.

Olmsted Middle did not meet any delivery targets for proficiency or gap in the 2016-17 school year.

Diagnostic Review Schedule

Sunday – January 21, 2018

Time	Event	Where	Who
5:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
6:40 p.m. – 8:00 p.m.	Team Work Session #1 <ul style="list-style-type: none"> Review Team Schedule and Individual Team Member Responsibilities Review Classroom Observation Procedures, Overview of eleot® and Interview Schedule Review and discuss Performance data, Stakeholder Survey data, SQF, other Diagnostics in workspace, documents and artifacts provided by the institution, to review initial discussion on the Standards Diagnostic. Prepare Questions for Principal & Stakeholder Interviews Review Monday's schedule, and discuss review logistics 	Hotel Conference Room	Diagnostic Review Team Members

Monday – January 22, 2018

Time	Event	Where	Who
7:00 a.m.	Team arrives at institution(s)	School office	Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Principal's Interview / Classroom Observations / Interviews	School/District	Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews	School/District	Diagnostic Review Team Members
11:30 a.m.- 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	School/District	
11:45 a.m. – 3:30 p.m.	Continued classroom observations Individual interviews: <ol style="list-style-type: none"> all administrators minimum of 25% of professional staff (representing a cross-section of the faculty) leadership team Small groups (3-5 persons) interviews should be scheduled for <ol style="list-style-type: none"> parent leaders students support staff 	School/District	Diagnostic Review Team Members (working in pairs or as individuals)
3:30 p.m.	Team returns to hotel (after dismissal)		
5:00 p.m. – 9:00 p.m.	Team Work Session #2 <ul style="list-style-type: none"> Tabulate classroom observation data from Day #1 Team Members discuss the Standards Diagnostic Discuss potential Improvement Priorities Team Members draft Improvement Priorities Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

Tuesday – January 23, 2018

Time	Event	Where	Who
7:00 a.m.	Team arrives at institution(s)	School/District	Diagnostic Review Team Members

8:00 a.m. – 3:30 p.m.	Continue interviews and artifact review, conduct classroom observations	School/District	Diagnostic Review Team
11:30 a.m.- 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	School/District	Diagnostic Review Team Members
3:30 p.m.	Team returns to hotel (after dismissal)		
5:00 p.m. – 8:00 p.m.	<p>Team Work Session #3</p> <ul style="list-style-type: none"> • Reflections & Review findings from the day • Tabulate and review final eleot Learning Environment ratings • Team Members discuss the Standards Diagnostic <p>The team should examine and reach consensus on:</p> <ul style="list-style-type: none"> • Standards Diagnostic Improvement Priorities 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – January 24, 2018

Time	Event	Where	Who
7:00 a.m. – 11:00 a.m.	<p>Final Team Work Session</p> <p>Team Members review all components of the Diagnostic Review Team’s findings including:</p> <ul style="list-style-type: none"> • Final ratings for standards • Coherency and accuracy of the Improvement Priorities • Detailed evidence lists for all of the findings • eleot summary statements and narrative 	School/District	Diagnostic Review Team Members



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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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