February 4–7, 2019

AdvancED® Engagement Review Report

AdvancED® Diagnostic Review

Results for: Harrison Elementary School

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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 to 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 composed 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	2
Building-level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	10
Certified Staff	20
Non-certified Staff	11
Students	46
Parents	6
Community Partners	5
Total	**102**

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the AdvancED's Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. 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.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
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.	Needs Improvement

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.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

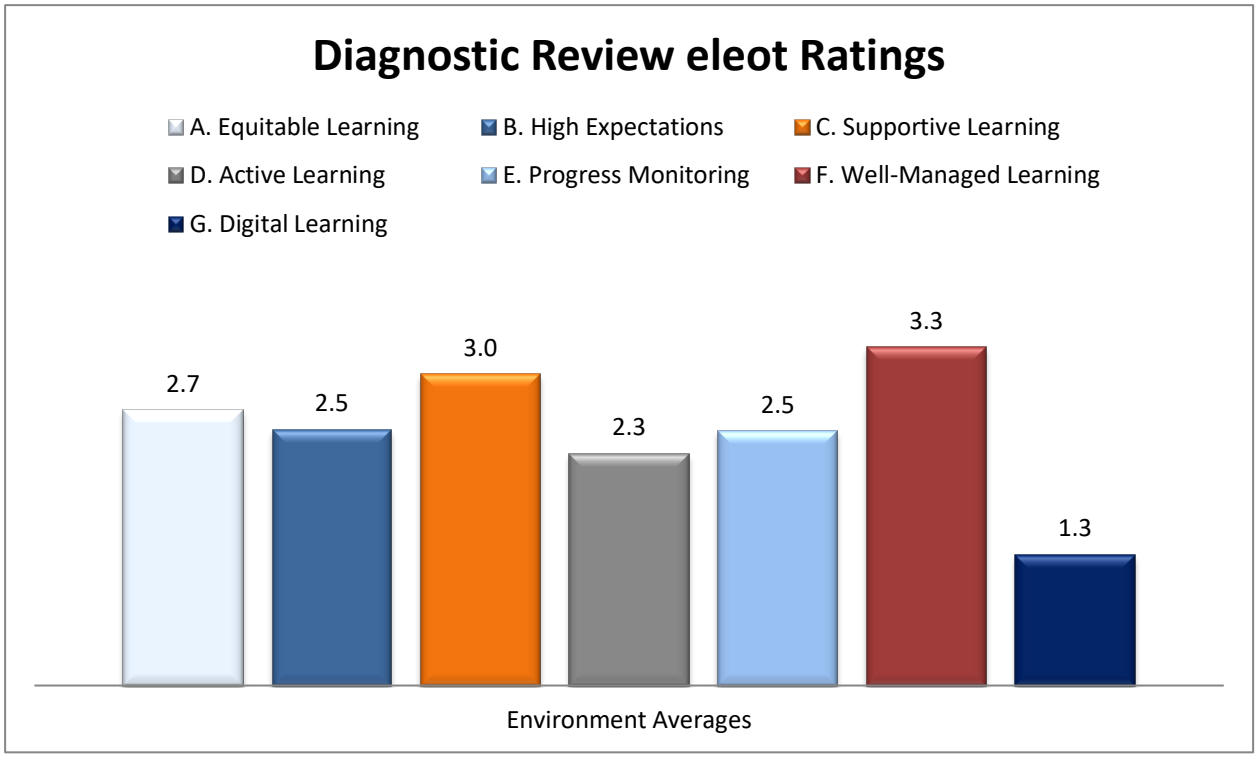
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	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.	Needs Improvement

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 was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 15 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	**2.1**	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	33%	40%	13%	13%
A2	**3.2**	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	7%	67%	27%
A3	**3.5**	Learners are treated in a fair, clear, and consistent manner.	0%	0%	53%	47%
A4	**1.9**	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.	47%	27%	13%	13%
Overall rating on a 4 point scale:		**2.7**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	**2.5**	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	7%	40%	53%	0%
B2	**2.7**	Learners engage in activities and learning that are challenging but attainable.	7%	20%	73%	0%
B3	**2.1**	Learners demonstrate and/or are able to describe high quality work.	13%	60%	27%	0%
B4	**2.5**	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	0%	47%	53%	0%
B5	**2.6**	Learners take responsibility for and are self-directed in their learning.	0%	47%	47%	7%
Overall rating on a 4 point scale:		**2.5**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	**3.1**	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	13%	67%	20%
C2	**2.5**	Learners take risks in learning (without fear of negative feedback).	20%	13%	60%	7%
C3	**3.2**	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	0%	80%	20%
C4	**3.3**	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	7%	60%	33%
Overall rating on a 4 point scale:		**3.0**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	**2.3**	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	7%	53%	40%	0%
D2	**2.1**	Learners make connections from content to real-life experiences.	33%	33%	27%	7%
D3	**2.9**	Learners are actively engaged in the learning activities.	0%	20%	73%	7%
D4	**1.7**	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	40%	47%	13%	0%
Overall rating on a 4 point scale:		**2.3**				

E. Progress Monitoring Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	**2.2**	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	13%	53%	33%	0%
E2	**2.8**	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	33%	53%	13%
E3	**2.8**	Learners demonstrate and/or verbalize understanding of the lesson/content.	0%	27%	67%	7%
E4	**2.1**	Learners understand and/or are able to explain how their work is assessed.	20%	53%	27%	0%
Overall rating on a 4 point scale:		**2.5**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	**3.5**	Learners speak and interact respectfully with teacher(s) and each other.	0%	0%	47%	53%
F2	**3.5**	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	0%	53%	47%
F3	**3.0**	Learners transition smoothly and efficiently from one activity to another.	13%	13%	33%	40%
F4	**3.1**	Learners use class time purposefully with minimal wasted time or disruptions.	0%	13%	60%	27%
Overall rating on a 4 point scale:		**3.3**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	**1.6**	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	67%	7%	27%	0%
G2	**1.2**	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	87%	7%	7%	0%
G3	**1.0**	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4 point scale:	**1.3**					

eleot® Narrative

The Diagnostic Review Team conducted 15 classroom observations at Harrison Elementary School. Strengths were identified in several learning environments. First, it was evident/very evident in 100 percent of classrooms that students were "treated in a fair, clear, and consistent manner" (A3) and "supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks" (C3). Next, it was evident/very evident in 93 percent of classrooms that students "demonstrate a congenial and supportive relationship with their teacher" (C4).

The Well-Managed Learning Environment earned the highest overall rating of 3.3 on a four-point scale. Many items in this learning environment were strengths, such as students who "speak and interact respectfully with teacher(s) and each other" (F1) and "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others" (F2) being evident/very evident in 100 percent of classrooms. Students also used "class time purposefully with minimal wasted time or disruptions" (F4), which was evident/very evident in 87 percent of classrooms.

Observation data indicated that some practices were inconsistently implemented. It was evident/very evident in 13 percent of classrooms, for example, that students "collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments" (D4). The Diagnostic Review Team primarily observed full-group instruction, small-group instruction, or self-guided work; the team rarely observed student interaction or collaboration on projects or assignments. Additionally, it was evident/very evident that students "make connections from content to real-life experiences" (D2) in 34 percent of classrooms.

Instances in which students "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" (A4) were evident/very evident in 26 percent of classrooms. Also, in 26 percent of classrooms, it was evident/very evident that students "engage in differentiated learning opportunities and/or activities that meet their needs" (A1).

Students in many classrooms did not exhibit understanding of the attributes of high-quality work; for example, it was evident/very evident in 27 percent of classrooms that students "demonstrate and/or are able to describe high quality work" (B3). Instances of students who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1) were evident/very evident in 53 percent of classrooms. Also,

students were seldom required to have ownership for their learning, as learners who "take responsibility for and are self-directed in their learning" (B5) were evident/very evident in 54 percent of classrooms.

While digital products were available for student use as part of the one-to-one Chromebook initiative, all items in the Digital Learning Environment were rated low. Instances of students who "use digital tools/technology to gather, evaluate, and/or use information for learning" (G1) were evident/very evident in 27 percent of classrooms. In addition, students who "use digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) were evident/very evident in seven percent of classrooms. At no time during the Diagnostic Review were learners observed using "digital tools/technology to communicate or work collaboratively for learning" (G3), as it was evident/very evident in zero percent of classrooms. While technology was used in several classrooms, it was not observed in use for communication or collaborative learning and rarely employed in a research or innovative manner.

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 #1

Develop, implement, and monitor a continuous improvement process that seamlessly integrates and includes ongoing revisions to school improvement plans (e.g., specific goals, strategies, activities), initiatives, programs, and services. Use multiple sources of data (e.g., student achievement, noncognitive, perception, experience, organizational) to measure incremental progress and adjust accordingly. (Standard 1.3)

Evidence:

Student Performance Data:

The Kentucky Performance Rating for Educational Progress (K-PREP) data from 2016-2017 and 2017-2018, as detailed in the addenda to this report, indicated that Harrison Elementary School students performed below the state average across all grade levels for the two previous years.

Classroom Observation Data:

The classroom observation data, as previously discussed, indicated that teachers rarely used effective instructional practices or personalized the educational experience to meet individual student needs. Overall, instructional processes related to equitable learning and student engagement, in order to encourage students to meet rigorous academic goals and achievement, were inconsistently implemented across all classrooms and rarely, if ever, tracked appropriately.

High expectations for student learning were infrequently observed. It was evident/very evident in 27 percent of classrooms, for example, that students “demonstrate and/or are able to describe high quality work” (B3). It was evident/very evident in 53 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in 33 percent of classrooms that students were able to “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Also, instances of learners who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 27 percent of classrooms.

Stakeholder Interview Data:

The interview data revealed that the certified staff and select non-certified team members were routinely “kept in the loop” on topics related to the continuous improvement process. When asked to describe their school with one word, responses varied widely between certified and non-certified staff members. While most interviewees used words such as “family” and “home,” a large number of certified staff members also used words such as “emergency,” “improvement needed,” and “stressful.”

The interview data indicated a focus on school improvement; however, many interviewees reported that attention was directed toward special programs, including Gifted and Talented, while the focus on general student achievement and growth was significantly less. The school had three separate leadership teams to address student achievement and school needs, but the Diagnostic Review Team found no evidence that any of the three teams systematically and consistently concentrated on student achievement. While none of the leadership teams met

during the time that the Diagnostic Review Team was onsite at the school, the interview data indicated the Administration Leadership Team (ALT) focused on administrative tasks associated with the school, the Instructional Leadership Team (ILT) focused on teacher instruction and curriculum, and the Enhanced Leadership Team (ELT) was the “brain trust” or “sounding board” tasked with discussing ideas generated by the principal about school objectives.

It was evident that structures, processes, and expectations were clearly defined and implemented with fidelity around student behavior; however, interview data revealed that the same structures, processes, and expectations did not exist around student academic performance. Students indicated that being quiet and following instructions were the best indicators of their success as students.

Stakeholder Perception/Experience Data:
The survey data revealed that 91 percent of parents agreed/strongly agreed with the statements, “Our school has established goals and a plan for improving student learning” (C3) and “Our school communicates effectively about the school's goals and activities” (D5). Ninety-six percent of staff members agreed/strongly agreed that “Our school leaders monitor data related to school continuous improvement goals” (G7). These survey data were inconsistent with classroom observation and interview data.

Documents and Artifacts:
A review of the Comprehensive School Improvement Plan (CSIP) indicated that the school planned to provide ongoing professional development in best practice, high-yield instructional strategies (e.g., providing feedback, teacher clarity, questioning to advance student learning). To measure success, the school planned to gather plus/deltas and reflections from participating staff members after professional development sessions. During stakeholder interviews, it was often noted that professional development time was focused on looking at data, but neither document reviews nor additional interview data suggested that professional development resulted in the effective use of data for instructional decisions. Little evidence existed to demonstrate how data were used to measure the impact of instructional strategies and programs.

Improvement Priority #2

Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to make curricular decisions and adjust instructional practices to meet student academic needs. (Primary Standard 2.7; Secondary Standard 2.5)

Evidence:

Student Performance Data:

The K-PREP assessment results for 2016-2017 and 2017-2018, as detailed in the addenda to this report, revealed that Harrison Elementary School students performed below the state average across all grade levels in 2017-2018. The percentage of students who scored Proficient/Distinguished in third-grade reading from 2016-2017 to 2017-2018 increased by 4.6 percent. Also, in fifth-grade writing, the percentage of students who scored Proficient/Distinguished increased by 3.6 percent from 2016-2017 to 2017-2018. These student performance data were among the data considered to develop Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as previously discussed, revealed that instances in which students engaged in "differentiated learning opportunities and/or activities that meet their needs" (A1) were evident/very evident in 26 percent of classrooms. While many students were grouped in different methods during the small-groups time block, interview and observation data suggested that few curricular adjustments occurred to address the individualized needs of students. Instances where students demonstrated or were "able to describe high quality work" (B3) were evident/very evident in 27 percent of classrooms. When students were asked how they knew whether the work they were doing was correct, most students responded with a behavioral indicator (i.e., color clip location) or pointed to a checklist used in every classroom. Few students could articulate why the assigned task was important and what a completed task should look like. Although the school implemented the common strategy of including checklists for student work, instances in which students "understand and/or are able to explain how their work is assessed" (E4) were evident/very evident in 27 percent of classrooms.

The major theme of behavior and behavior intervention was mentioned in most interviews. The school implemented strong and effective behavior processes and procedures. Instruction generally engaged students in an active learning environment, as instances of students "actively engaged in the learning activities" (D3) were evident/very evident in 80 percent of classrooms. Students "treated in a fair, clear, and consistent manner" (A3) were evident/very evident in 100 percent of classrooms.

Stakeholder Interview Data:

The interview data revealed two common themes across all stakeholder groups: student behavior and student achievement in reading. While both English language arts/reading and mathematics classes were observed across grade levels, data suggested the school was more focused on reading. While students performed below the state average in both mathematics and reading on state assessments, the Measures of Academic Performance (MAP) data showed that mathematics was the lower-performing subject across most grades and subpopulations, except for African-American students by six percent and Consolidated Student Groups by one-tenth of a percent as compared to the state.

The interview data revealed that Harrison Elementary School developed a support structure with external stakeholders, including local clubs, churches, and non-profit organizations that provide financial support and extremely high volunteer engagement. School leaders, staff, and community members confirmed that the

community surrounding Harrison Elementary School supports the school by funding field trips, staff support days, school supplies, and books for each student annually.

Stakeholders expressed concerns that students were removed from classes throughout the day and during core content instructional times. Similarly, they referenced students consistently being pulled from core content classes for special programs and behavioral concerns. Most internal stakeholders also worried that gaps in learning occurred due to the amount of time that students missed core instruction.

The interview data suggested that the new "district required" *Wonder* curriculum was implemented without the necessary time and training for teachers to effectively implement it with fidelity. When asked, many interviewees reported they were uncomfortable with the new curriculum layout and were unsure of its alignment with current instructional practices or formative and summative assessment data. Interview data indicated that differentiated instruction was inconsistently implemented across and among grade levels. The interview data suggested that staff members did not receive direct training or consistent support around how to differentiate instruction. The interview data also showed a lack of processes for ensuring the implementation of consistent instructional strategies that supported personalization and differentiation across the school. The formative and summative assessments used by the school, according to the interview data, were not aligned with curriculum or instruction. School leaders reported that formative assessments indicated high student success, but summative assessment data revealed students were not performing at the same levels. Interview data revealed summative assessments used by the school were more predictive of state assessment results. This discrepancy indicated that the formative assessments (e.g., class exit tickets) and instruction were not aligned to the state standards.

Stakeholder Perception/Experience Data:
The survey data revealed that 88 percent of parents agreed/strongly agreed that "All of my child's teachers meet his/her learning needs by individualizing instruction" (E4), while 73 percent of staff members agreed/strongly agreed that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" (E2). In contrast, the interview data indicated a lack of comfort with using data, but the staff survey data indicated that 76 percent agreed/strongly agreed that "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data" (G4).

Ultimately, all stakeholder groups believed that differentiation and personalization techniques were occurring. Ninety-four percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes" (D3), and 86 percent agreed/strongly agreed "My child is prepared for success in the next school year" (G2). In addition, 96 percent of staff members agreed/strongly agreed with the statements, "Our school leaders monitor data related to school continuous improvement goals" (G7) and "Our school leaders monitor data related to student achievement" (G6).

Across the questions asked to parents, staff members, and students, the survey data indicated that students were prepared for the next level of learning; however, classroom observation data and assessment results revealed conflicting outcomes (e.g., the number of students who had not reached the Proficient/Distinguished levels of learning as measured by the K-PREP assessment).

Documents and Artifacts:
The Diagnostic Review Team inspected lesson plan guidelines, sample lesson plans, the professional learning community (PLC) meeting protocol, mathematics professional development documents, evidence of 2016 vertical alignment meetings in reading and mathematics, and the vertical English/language arts (ELA) pacing guides that were revised in December 2018. Staff members were implementing various techniques and initiatives (both in-

house and district-led) to raise student achievement. Additionally, the team reviewed MAP data posted in the conference room, data used during PLC meetings, the school's robust SharePoint site, and the staff manual.

It was evident that staff members spent a great deal of time working on the behavior supports and processes, but the team was unable to confirm a formal procedure to track the effectiveness of academic achievement across many of the intervention opportunities provided to students. Given school and district expectations for academic intervention, the Diagnostic Review Team was concerned with the lack of a tracking system to monitor the effectiveness of the Response to Intervention (RTI) process. One interviewee echoed the sentiment of many, "It is like throwing spaghetti at the wall to see what sticks."

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the Levels of Impact of Engagement, Implementation, Results, Sustainability, and Embeddedness.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

Harrison Elementary School developed cultural success within the school. The staff and students viewed the school as family. The student survey results indicated 84 percent agreed that "My teachers listen to me" (E3) and "My teachers always help me when I need them" (E6). The majority of staff members had a positive outlook about the school culture, and most reported they were supported and heard when they raised questions and concerns. While the staff was divided between two groups of longevity (e.g., new staff members within the last two years and those who have been there more than two years), both groups echoed a similar sentiment around a school culture of "family."

Both school staff and community stakeholders have spent considerable time and resources to ensure that the social-emotional learning (SEL) needs of students are reviewed and addressed. The principal leveraged many community partners to donate items and time to assist with SEL needs, and it was obvious that the school extended the "family" feel to students and families.

The interview data revealed that Harrison Elementary School developed a support structure with external stakeholders, including local clubs, churches, and non-profits that provide financial support and extremely high volunteer engagement. School leaders, staff, and community members confirmed that the community surrounding Harrison Elementary School supported the school by funding field trips, staff support days, school supplies, and books for each student each year.

The Diagnostic Review Team perceived that a culture of "data" was beginning to develop and grow. The staff had several different types of data, and those data were shared across multiple formats. The staff reported they were learning to view, desegregate, and triangulate student data. As a result of fostering a culture of data-based decision-making, the school is transitioning toward a focus of adjusting instruction for quality implementation, determining fidelity of implementation, and monitoring for expected outcomes.

Finally, the school placed a major focus on and provided resources for student behavior management, as evidenced by compliant classrooms where student behavioral expectations are clear. The school used an efficient

process to handle disruptive students. Additionally, the Diagnostic Review Team observed a structured and organized school. The processes and procedures in place for student drop-off and pick-up, breakfast and lunch lines, and classroom transitions were fully implemented, and all staff members were involved in their effective execution. Inside the classrooms, the transitions were quick and efficient with minimal time taken away from instruction and student learning.

Continuous Improvement Process:
The review of documents and artifacts and interview data indicated the lack of comprehensive structures and processes to engage all stakeholder groups in a continuous improvement process that produces measurable improvements in student learning, professional practices, and organizational capacity. The team found no formal system to evaluate and determine efficacy of the multitude of programs in place at the school.

The school established formal structures for PLCs in order to create time for teachers to learn collaboratively and plan with various school leaders, but learning and data resulting from PLCs were inconsistently used to adjust instructional practices throughout all grade levels. While the school implemented new programs and various initiatives, more focused professional training and development are needed to help teachers know when and how to effectively use multiple data sets to inform instruction and meet the academic needs of individual learners. Additionally, classroom observations and the interview data indicated that students had few opportunities to engage in personalized or differentiated learning tasks.

The school lacks the mapping of standards between the new curricula and the state standards. Alignment of exit tickets and other formative assessments with the summative assessments and state standards does not exist. Once the learning outcomes are aligned with state standards, the school could benefit from additional professional development about extracting assessment data in order to adjust instruction for personalization and differentiation purposes.

The school could benefit from adopting structures for student academic achievement expectations to match their behavioral achievement expectations. Interviewed staff members discussed high expectations for student behavior, which translated into high levels of student behavioral performance. The evidence revealed a lack of similar expectations concerning academic achievement. When stakeholders discussed causes for low performance, they noted student background and mobility rates as causes of academic underperformance. Matching levels of behavioral and academic expectations could prove beneficial for student success.

Finally, the Diagnostic Review Team suggests school leadership and staff members refine the classroom observation process to provide timely and actionable feedback to teachers. Focusing on high-yield instructional strategies that result in improved instructional practices will also positively impact student learning.

Next Steps

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

Upon receiving the Diagnostic Review Report, the institution 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 comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic 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 Diagnostic Review Team:

Team Member Name	Brief Biography
Chase Eskelsen	Mr. Eskelsen serves as the Director of Board and Partner Relations for K12 Inc. He worked as an administrator for the Texas Virtual Academy and Texas Online Preparatory School, which he helped launch in 2013. Mr. Eskelsen's administrative experience includes oversight of enrollment, attendance, and truancy; assessments (state and local); and all office management functions (registrars and family academic support teams). He has extensive experience in state and local academic policy, educational research, and nonprofit boards. Chase Eskelsen holds a master's degree in school administration.
Deloreon Burton	Mr. Burton currently serves as an Education Recovery Leader for the Kentucky Department of Education. He works with principals and teachers in turnaround schools. Before working at the Kentucky Department of Education, Mr. Burton worked in Jefferson County Public Schools, Kentucky, as a teacher and an assistant principal. Mr. Burton holds a bachelor's degree in government and a master's in organizational leadership, as well as a master's in teaching.
Mort Orlov	Mr. Orlov serves as the Vice President, Northeast Region for AdvancED/ Measured Progress. Previously, he worked at the National Math and Science Initiative (NMSI) where he led a multi-year engagement in New York City. Prior to joining the National Math and Science Initiative, he served as the president of the Massachusetts Math and Science Initiative, a NMSI state affiliate. Mr. Orlov was principal of Chelsea High School in the Boston area. Also, he previously served as chairman of the Department of Military Science at Boston University. He holds both a bachelor's and master's degree.
Amy James	Ms. James currently serves as an Education Recovery Specialist for the Kentucky Department of Education. She works collaboratively to support comprehensive school improvement by creating and implementing sustainable systems for continuous improvement. She began her career as a high school science teacher in Oldham County and served as department chair and district science curriculum lead teacher. She served as adjunct professor for science education at Bellarmine University and is a curriculum and professional development consultant for the Southern Regional Educational Board. She holds a master's in teaching, administrator certification, an educational specialist degree, and National Board Certification.
Lee Barger	Mr. Barger has over 20 years of experience as a teacher and administrator. He is currently the director of College and Career Readiness for the Bullitt County School District in Shepherdsville, Kentucky. In that position, he coordinates all college and career initiatives across the district. Lee holds two master's degrees and is currently pursuing a doctorate in educational leadership.

Addenda

Student Performance Data

Section I: School and Student Proficiency and Separate Academic Indicator Results

Content Area	%P/D School (16-17) "All Student Group"	%P/D State (16-17)	%P/D School (17-18) "All Student Group"	%P/D State (17-18)
Reading 3rd	32.4	55.8	37	52.3
Reading 4th	25.5	49.9	19.1	53.7
Reading 5th	47.5	57.3	31.8	57.8
Math 3rd	32.4	50.9	23.9	47.3
Math 4th	25.5	47.9	19.1	47.2
Math 5th	50	48.9	36.4	52
Science 4th		N/A	6.4	30.8
Social Studies 5th	45	60	34.1	53
Writing 5th	10	45.9	13.6	40.5

Plus

- The percentage of students scoring Proficient/Distinguished from 2016-2017 to 2017-2018 in third-grade reading increased from 32.4 to 37 and in fifth-grade writing from 10 to 13.6.
- The percentage of students scoring Proficient/Distinguished in 2016-2017 in fifth-grade math was slightly above the state average.

Delta

- The percentages of students scoring Proficient/Distinguished in 2016-2017 and 2017-2018 were below the state average in all content areas and grade levels, except for fifth-grade math in 2016-2017.
- The percentages of students scoring Proficient/Distinguished from 2016-2017 to 2017-2018 declined in third-grade math, fourth-grade reading and math, and fifth-grade reading, math, and social studies.

Section II: 2017-2018 Growth Index

Content Area	Index	State Index
Reading	17.4	19.7
Math	7.7	14.5
EL	37.5	31.9
Growth Indicator	12.7	17.1

Plus

- The Growth Index for English Learners (EL) was the highest at 37.5.
- The EL Growth Index was above the State Index.

Delta

- Mathematics had the lowest Growth Index at 7.7.

Section III: The 2017-2018 Percentage Proficient/Distinguished by Level

Gap Group	Reading %P/D	Math %P/D	Science %P/D	Social Studies %P/D	Writing %P/D
All Students	29.2	26.3	6.4	34.1	13.6
Female	30.9	27.9	11.5	26.3	21.1
Male	27.5	24.6	0.0	40.0	8.0
White	53.8	38.5		60.0	20.0
African American	21.4	27.4	6.9	29.2	12.5
Hispanic	30.0	15.0			
Asian					
American Indian or Alaska Native					
Native Hawaiian or Other Pacific Islander					
Two or more races					
Title I	29.2	26.3	6.4	34.1	13.6

Migrant					
Homeless	26.3	10.5			
Foster					
Military					
English Learner (EL)	15.0	0.0	0.0		
English Learner plus Monitored	25.0	16.7	0.0		
Economically Disadvantaged	27.8	23.8		33.3	12.8
Gifted/Talented					
Disability-With IEP (Total)	10.0	0.0		8.3	0.0
Disability-With IEP (No Alt)	13.0	0.0			
Disability (no ALT) with Accommodation		0.0			
Consolidated Student Group	23.3	22.4	7.1	25.7	11.4

Plus

Delta

- Female students outscored males in reading, mathematics, science, and writing. Male students outscored females in social studies.
- All student groups demonstrated significantly low performance in science compared to reading, math, and social studies.
- Significant achievement gaps existed in reading between white and African-American students (32.4 percent difference), in mathematics between white and Hispanic students (23.5 percent difference), in social studies between white and African-American students (30.8 percent difference), and in writing between white and African-American students (7.5 percent difference).
- Noticeable achievement gaps existed between EL students compared to all students. EL students scored 14.2 percentage points lower than the all-students group in reading, and no EL students scored Proficient/Distinguished in math or science.
- Disability/IEP students performed well below the all-students peer group.
- Disability/IEP students scored zero percent Proficient/Distinguished in math and writing.
- Disability/IEP students (Total) scored 19.2 percentage points lower than all students in reading and 25.8 percentage points lower than all students in social studies.

Schedule

Monday, February 11, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m.– 5:15 p.m.	Principal & Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m.– 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 12, 2019

Time	Event	Where	Who
7:15 a.m.	Team arrives at Harrison Elementary School	School	Diagnostic Review Team Members
7:40 a.m. – 4:00 p.m.	Stakeholder interviews, classroom observations, & artifact review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 13, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at Harrison Elementary School	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Stakeholder interviews, classroom observations, & artifact review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, February 14, 2019

Time	Event	Where	Who
8:00 a.m. – 10:30 a.m.	Final Team Work Session	School	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.

School Diagnostic Review Summary Report

Harrison Elementary School

Fayette County Schools

02/04/2019 – 02/07/2019

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

Following its review of extensive evidence and in consideration of the factors outlined in 703 KAR 5:280, Section 4, the Diagnostic Review Team submitted the following assessment regarding the principal's capacity to the Commissioner of Education:

Principal Capacity:

The principal does have the capacity to function or to develop as a turnaround specialist and, accordingly, should continue as principal of Harrison Elementary School.

The Commissioner of Education has reviewed the Diagnostic Review and recommends, pursuant to KRS 160.346(6), the Superintendent adopt the assessment of principal capacity submitted by the Diagnostic Review Team.

Wayne D. Lewis Date: 3/11/2019

Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Harrison Elementary School.

Tammie Stone Date: 3/7/19

Principal, Harrison Elementary School

Date: 3/7/19

Superintendent, Fayette County Schools