Client name	Fayette County Public Schools
School name	William Wells Brown Elementary School
Principal name	Jay Jones
Address	555 E. Fifth St.
	Lexington, KY
Audit dates	1/16/19 – 1/17/19
Lead auditor	Christopher Finn
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Comprehensive Support and Improvement Audit Report

Fayette County Public Schools

January 16-17, 2019

Contents

1 The School Context

1.1 Introduction

In 2018 Cambridge Education was awarded a contract in response to RFP KRS 160.346(6) to provide Comprehensive Support and Improvement (CSI) Audits to five Fayette County Public Schools. The purpose of the CSI Audit is to determine:

1. factors that limit student learning with an emphasis on underperforming subgroups of students and corresponding critical resource inequities, and
2. factors that support and enhance student learning.

Based on the CSI Audit team's findings, recommendations will be made of how-to best address factors that limit student learning.

The CSI Audit report contained herein was prepared by the Lead Auditor based on the evidence collected and the assessment made by the full CSI Audit team (Lead Auditor and two Team Member Auditors). Evidence was collected via classroom observations, interviews with the administration, stakeholder perception surveys and focus groups with students, teachers, parents and other stakeholders, and audit of relevant data sources.

1.2 Background information about the School

William Wells Brown Elementary School is located at 555 E. Fifth St. in Lexington, KY. The school is surrounded by newly built small townhouses that were once the Bluegrass-Aspendale Housing Projects. The building of the school was a joint venture between the Fayette County Public Schools and the Lexington-Fayette Urban County Government. William Wells Brown Elementary has a Community Center within the building that serves students and adults in the evenings and on weekends and has its own director and staff. The school has two full-day preschool classes, as well as Kindergarten through fifth grade. William Wells Brown Elementary is a school-wide Title One school and although the building has two full-day preschool classes, they receive most of their students from multiple preschools and daycare centers.

The community strives to create a safer, cleaner neighborhood and most of the students live within walking distance, including the surrounding public housing. William Wells Brown Elementary is located just blocks from downtown Lexington, in the East End Neighborhood, which is rich in history and culture and near the University of Kentucky and Transylvania University. The school has a 21st Century Learning Center grant that provides afterschool programming and summer school for students in grades K-5. The school leadership at William Wells Brown Elementary has worked to garner multiple community partners

that assist during the day and after school. A unique feature of the school is a full-service Healthy Kids clinic that provides free medical, social-emotional, and mental health services to students and their families. The staff at the clinic includes, a registered nurse, nurse practitioner, therapist, and a physician.

1.2.1   Student Enrollment and Demographic Data

	Academic Year (e.g. 2016-17) Previous Year	Academic Year (e.g. 2017-18) Most updated data before CSI Audit
Grades: K-5	K-5	K-5
Number of students enrolled:	327 (unduplicated enrollment)	305 (unduplicated enrollment)
Percentage of general education students:	82.3	80
Percentage of special education students:	17.7 (including speech only)	20 (including speech only)
Percentage of English Language Learner students:	10.7	11
In-school suspensions:	423	325
Out of school suspensions:	6	2
Percentage of students that are Title 1 eligible:	94.5	95
Latest attendance percentage:	318.67 (ADA) 97.4percent	290 (ADA) 94.7percent
Ethnic make-up of the students (percentages):		
White	13.5	12
African American	67.6	66
Hispanic	13.8	12
Asian	0	0
American Indian/Alaskan Native	0	0
Native Hawaiian/Pacific Islander	0	0
Two or more races	5.2	6

The school experienced a decrease in student enrollment between the 2016-17 and 2017-18 by 98 students. The ethnic demographics have not experienced major changes and the attendance rate continues to remain at or around 95 percent. School leadership shared that although the district encourages schools to maintain a 95 percent daily attendance rate, they have set their goal at a 96 percent attendance rate, to maintain high expectations for attendance. The leadership team stated that they still have an issue with student tardiness, but they are working to address this concern with phone calls home and home visits for the most chronic offenders. Out of school suspension referrals have decreased from six in 2016-17 to two in 2017-18. In-School Suspensions (ISS) have also decreased from 423 in 2016-17 to 325 in 2017-18. In school suspension numbers have continued to decrease, and the school has implemented a tiered-behavior template to better support teachers in addressing tier two and tier three behaviors.

1.2.2   Administrators, teachers, and staff

The school principal started in the district as a music teacher and orchestra director before moving into administration. He served as a Dean at Booker T. Washington Elementary School before applying for a principal position. He was hired as principal and has served in this post for the past six years.

The school leadership team consists of: the Professional Growth and Effectiveness System (PGES) Coach,
SBIS coach and MTSS Lead. The PGES Coach has been at the school for six years and previously served as a reading specialist. PGES Coach's responsibilities include classroom observations, scheduling, instructional coaching and small group instructional support for tier two instruction in second grade. The SBIS Coach joined the school in December of 2018 and has been at the school for about 30 days. The job responsibilities include supporting instruction, instructional coaching in grades three through five, and facilitating the Professional Learning Community (PLC) meetings in all grades. The MTSS Coach has been at the school for the last five years. MTSS Coach's responsibilities include tier-two and three instructional support and coaching, scheduling, and the monitoring of data across the building, including Measures of Academic (MAP) scores, interim assessment data, and Positive Behavior Support In School (PBIS) data.

The average experience of teachers in the school is three years. The fifth grade currently has two teachers in their first year of teaching. The fourth grade had three teachers at the start of the 2018-19 school year, but one teacher was deemed ineffective in December 2018 and as a result this teacher was removed from the classroom and the students were split into the other two classes. Currently, there are two fourth grade classes and a teacher who was removed as a fourth-grade classroom teacher now serves as an instructional support teacher for third, fourth, and fifth grades. The principal shared that this was a decision made by himself and the leadership team.

Support staff members include, a guidance counselor, social worker, English Language Learner (ELL) lead, Family Resource Coordinator (FRC), and the 21st Century Grant Director.

There are currently no vacancies at the school and there is one long-term substitute on staff. The staff attendance rate varies throughout the year and averages somewhere around 90 percent. The school does not suffer from a great deal of turnover and the principal closely monitors the minority applicant list when looking for new staff. He shared that his desire is to hire teachers who "really want to be here to serve this population."

1.2.3   District initiatives and support resources

The school district implemented two instructional programs across the district in the 2017-18 school year. The reading program for all elementary grades is titled "Wonders" and the math program is titled "Envisions and Investigations."

The district provides opportunities for teachers to regularly participate in off-site professional learning. This professional learning allows teachers to attend on "release days," where their classroom is covered by substitute teachers while they attend. This professional learning is designed to support the instructional programs that the district has mandated across all schools.

1.3   School performance data

1.4   State Test Results - Percentage of proficient students

Subject Area	School 2015	School 2016	School 2017	School 2018	District 2018	State 2018
Reading	30.2	30.6	22.7	21.4	53.9	54.6
Math	22.2	30.6	19.5	23.2	52	48.8

Science	N/A	N/A	N/A	7.1	29.9	30.8
Social Studies	21.1	18.8	28.9	11.9	52.9	53.0
Writing	19.3	6.3	47.4	28.8	41.1	40.5

The school-wide reading, math, science, and social studies scores have consistently been lower than the district and the state. This has been the case since the 2015-16 school year, except in writing. During the 2016-17 school year the school outperformed the district and the state in writing, scoring a 47.4 percent, where the district and state performed at a 41.1 percent and 40.5 percent, respectively. Students in all subgroups are under-performing academically and the leadership team shared that the most academic struggle occurs in third, fourth, and fifth grades.

2 CSI Audit Process and Details

2.1   Background on the CSI Audit process

2.1.1   Meeting with the principal

The initial meeting with the leadership team included the principal, the PGES Coach, the SBIS, and the MTSS Lead. Subsequently, the principal joined the audit team for some of the classroom observations, and the audit team met again with the principal at the end of day one, the beginning of day two, and a final debrief was held at the end of day two.

2.1.2   Classroom visits

Sixteen classrooms were observed during the two days on-site in grades Pre-K through fifth grade. The average time in each classroom was 17.5 minutes. The minimum time in a class was eight minutes, because the class was taking a writing assessment. The maximum time in a class was 23 minutes, as the auditor wanted to see the conclusion of the lesson. The audit team observed classes engaging in math, reading, writing, science, social studies, and performing arts instruction. The audit team observed 4 afterschool classes that included, small group math instruction in first grade, reading intervention on laptops in second grade, performing arts, and homework help in fourth and fifth grades. The average number of students per classroom was 14, with 22 being the largest class size and 13 being the smallest class size. Paraprofessionals were present in both Kindergarten classes observed and Special Education support teachers present in four other classes observed.

2.1.3   Focus groups

All focus groups participants were chosen by the principal and the School Leadership Team.
- Teacher Focus Group 1:
- Eight teachers present: Academic Resource Specialist, Kindergarten, Pre-Kindergarten, first grade, third grade, fifth grade, Library/Media Specialist, and speech pathologist.
- Teacher Focus Group 2: Seven teachers present: Kindergarten, Pass teacher, physical education teacher, first grade, second grade, fourth grade, and fifth grade.
- Support Staff Focus Group:
- Five staff present including: guidance counselor, family resource coordinator (FRC), social worker, twenty first Century grant coordinator, and English Language Learner (ELL) lead.
- Student Focus Group: 18 students present representing Kindergarten, first, second, third, fourth, and fifth grades.
- Parent Focus Group: Included ten parents with children in Pre-Kindergarten, Kindergarten, first grade, third grade, fourth grade, and fifth grades.
- Community Partners Meeting:
- Ten partners present representing the following organizations: Living Arts and Science, The Community Center, Big Brothers and Big Sisters, On The Move Arts Organization, Food Chain Incorporated, and Alpha Phi Alpha Fraternity, Inc.
- Para-professional Focus Group: Six paraprofessionals were present from Kindergarten, Special Education, and the Pass program.

3 CSI Audit Main Findings

In this section of the report, the CSI Audit team has identified the factors that are most significantly supporting and limiting effective student learning. (Please see the sections that follow for more details).

3.1   Factors that support effective student learning

The school provides students with a balanced curriculum. In addition to the core curriculum, students experience the visual and performing arts. Classes like art, physical education, library/media arts, performing arts, orchestra, band, vocal, and piano allow students to receive a well-rounded school experience. Several students shared that performing arts class was one of the main reasons they attended this school. Eight out of ten parents in the focus group stated that the well-rounded curriculum was one of their favorite features of the school.

The school developed meaningful partnerships with several community organizations that work to support the academic and emotional growth of all students. Partners include; Alpha Phi Alpha Fraternity Inc., Big Brothers and Big Sisters, Living Arts and Sciences, University of Kentucky and On the Move. One hundred percent of teachers in a focus group agreed that the community partnerships work to support the students at the school.

The school has varied extended day activities for students. These activities are used effectively to reinforce and extend classroom learning experiences. Students in the after-school program benefit from homework support and tutoring in areas where they struggle. Additionally, the school provides a safe environment for students after-school. Observers noted at least 84 students in the after-school program who were benefitting from homework help, small group math instruction, reading support on the Imagine Learning computer program, and/or performing arts classes.

3.2   Factors that limit effective student learning:

The quality of learning and teaching is not of a standard to accelerate student learning to the extent needed. In ten of the sixteen classes observed, the learning targets did not align to the standard being taught. In eleven of the sixteen classes observed, the instructional tasks assigned were either of low-rigor or not aligned to the standard, which negatively impacts mastery of standards and achievement on assessments.

Students are not aware of what they need to do to master state standards. The success criterial was only posted in one of sixteen classes visited.

The quality and quantity of teachers' questions do not reach a high enough level to allow students to think critically or deepen their conceptual knowledge. In twelve of the sixteen classes, teachers asked students low-level questions and questions were not phrased in a manner that promoted critical-thinking and deeper conceptual understanding.

The school does not have an effective system for professional learning and development. Teacher performance goals are not closely monitored or supported and instructional feedback to teachers is not frequent enough to improve teacher practice. Although teachers in focus groups and on the staff survey reported that they receive feedback, it has not been specific enough to meaningfully enhance practice.

Ten of the fifteen teachers in focus groups and 65% of staff survey respondents agreed that they are not receiving consistent and/or meaningful feedback on their lesson plans.

The goals developed in the Comprehensive School Improvement Plan (CSIP) have not been effectively communicated to staff and school stakeholders. As a result, teachers, support staff members, and parents are not aware of what the school is doing to improve and how they can support this improvement.

Although systems have been developed to address and re-direct disruptive student behavior, the staff has not consistently implemented these systems. Tier I behaviors are managed well, but tier two and three behaviors need better interventions.

3.3   Recommendations:

Teachers would benefit from professional learning to unpack and better understand the Common Core Curriculum standards. This will enhance their understanding of the skills that are needed for mastery of each standard and plan lessons and assessments accordingly. School leaders must ensure through frequent monitoring that teachers are stating and clarifying learning targets and success criteria at the start of each instructional period and referencing these throughout classroom instruction.

Teachers would benefit from professional learning on how to ask better questions and ask questions better. Teachers should be deliberate in planning multi-leveled Depths of Knowledge (DOK) questions for each lesson. School leadership should ensure that questions are being asked in a way that promotes students' conceptual understanding of the standard being taught and pushes their critical-thinking and problem-solving skills. This should be monitored through frequent observation of lessons, analysis of student work samples and assessments, and conversations with students.

Develop individual performance goals for each teacher which are tied to student performance and monitored closely by leaders. Leadership must provide specific feedback to teachers concerning their instructional practices as related to their goals. The leadership team should create a rigorous schedule where they share classroom observation responsibilities and feedback to teachers, then adhere to this schedule with fidelity. They should meet to review their findings to determine if there are school-wide or grade level needs that could be addressed together or systemically making the best use of available resources.

School leadership must provide teachers with frequent, meaningful, and actionable feedback on their lesson plans and then follow up to ensure the feedback is being utilized to improve the quality of the lesson plan and delivery of instruction. Teachers are creating lesson plans and delivering instruction with no feedback from administration and, as a result, much of the instruction is not effectively moving students to increase academically.

The school leadership team must communicate the CSIP goals to teachers, families, students, partners and community stakeholders. The goals could be shared with teachers in a series of staff meetings where they audit the goals and unpack them to determine how they will each support the goals. The goals could be shared with students in an assembly, where student-friendly language is used to unpack the goals. Parents, partners, and community stakeholders could attend an evening session where the goals are rolled out and school leadership could address any questions that they may have and solicit their support in achieving the goals. This communication will ensure that everyone is on the same page and moving in the same direction to support the needs of the school.

The school leadership and staff must come together to more effectively address behavior in the building. School leaders must clearly message policies for addressing behavior. The staff would benefit from learning strategies to manage disruptive behavior, as well as social-emotional strategies to better build relationships with students and their families.

4 Individual Domains

In the sections below, each domain received a rating based on the evidence collected during the CSI Audit. The judgments have been broken down into *Factors that Support Effective Student Learning* and *Factors that Limit Effective Student Learning*.

4.1   Domain 1: Quality of Learning & Teaching

The quality of learning and teaching requires intensive school support.

The school-wide reading, math, science, and social studies scores have consistently been lower than the district and the state. This has been the case since the 2015-16 school year, except in writing. During the 2016-17 school year the school outperformed the district and the state in writing, scoring a 47.4 percent, where the district and state performed at a 41.1 percent and 40.5 percent, respectively. Students in all subgroups are under-performing academically and the leadership team shared that the most academic struggle occurs in third, fourth, and fifth grades.

4.1.1   Factors that support effective student learning:

Teachers make use of multiple data sources to inform future instruction. Observers attended three separate Professional Learning Community meetings (PLCs) for grades one, three, and five where teachers discussed MAP data, Wonders assessment data, and classroom assessment data to make decisions about future lessons. Teachers are using data to inform future instruction, as evidenced by teachers discussing student reading scores to form small guided reading groups for instruction. Reviewers were shown past PLC meeting agendas that displayed this as a regular practice in the school.

The leadership team posted MAP data around the walls of the conference room that were referenced during meetings and focus groups. Three teachers in focus groups mentioned that they use their assessment data to create their small reading groups for classroom instruction.

Students set individual improvement goals for MAP testing which increases both student ownership of their education and awareness of academic expectations. This goal setting was only evidenced in grades three through five. Teachers in focus groups stated that they work with students to set goals for MAP testing. Four fourth and fifth grade students in the focus group mentioned that they set individual goals for MAP testing. Auditors examined student goal books for fourth grade, wherein students had set academic goals for the upcoming MAP test. Ninety-one percent of students surveyed agreed that they take responsibility for working on their learning goals. Students who set goals for themselves are aware of what scores they need to earn to be academically proficient. This builds student ownership of their own learning and promotes self-advocacy.

Teachers incorporate digital technology into their lessons to support student achievement of learning objectives. Technology can work to increase student engagement while supporting math and literacy skills. Auditors observed students working on digital literacy and/or math platforms in seven of the 16 classes visited. These programs were intuitive, where students read passages and answered comprehension questions to reach higher levels in the program. Students in two of the four after-school classrooms visited were using literacy and/or math programs on laptops. One hundred percent of students in the focus group agreed that, "Teachers often use technology when delivering instruction."

4.1.2   Factors that limit effective student learning:

Teachers do not create learning targets and success criteria that are standards-aligned, measurable, well-understood by students, and referenced throughout the lesson. Posted learning targets were not aligned with the standard being taught in ten of the 16 classes observed. For example, the learning target in one classroom was, "I can identify key events in the text," and it was mislabeled as CCCS, RL 3.3. However, RL 3.3 is, "Describe characters in a story and explain how their actions contribute to the sequence of events." The students were charged with completing a worksheet that required them to note the three most important story events. In this case, the standard, learning target, and student task were not in alignment.

Although the task was usually made clear by the teachers, success criteria was posted in just one of the 16 classes visited. The learning target was mentioned in four of the 16 classrooms visited. When students are not aware of the success criteria, they don't know what they need to do to earn proficiency on the standard or skill. This lack of direction impedes students from mastering the skill or standard.

Teachers are not delivering lessons that ensure all students are becoming independent learners, critical thinkers, and thoughtful problem solvers. 14 of the 18 students in the focus group agreed that, "We rarely work on long or short-term projects in our classes."

The principal stated that STEM classes and the BizTown Economics Program are the only programs that include structured long-term projects for students. Most of the instruction was facilitated in a whole group with few opportunities for students to work in pairs or small groups. Whole group instruction was observed in 10 of the 16 classes visited. Students who do not have the opportunity to work in groups or on projects will not effectively build their inter-personal or problem-solving skills. These students will not be adequately prepared for college and career.

Teachers do not use effective questioning and discussion strategies to enhance student's conceptual understanding, check for understanding, and develop critical thinking skills. Low-level questioning, such as fact-recall or questions that required one-word answers, was observed in 12 of 16 classes visited, such as," What was Luis' attitude at the start of the story?" "His attitude changed from what to what?" "What is the simplest form?" and "Can you reduce that number?" In four of the 16 classes observed, teachers gave the answer to students before they had an opportunity to think or grapple with the concept.

4.1.3   Recommendations:

Teachers would benefit from professional learning to unpack and better understand the Common Core Curriculum standards. This will enhance their understanding of the skills that are needed for mastery of each standard and plan lessons and assessments accordingly. School leaders then must ensure that teachers are verbalizing learning targets and success criteria at the start of each instructional period and reference these throughout classroom instruction.

Teachers should ensure that they are planning multi-leveled questions for each lesson. School leadership should ensure that questions are being asked in a way that promotes students' conceptual understanding of the standard being taught and pushes their critical-thinking and problem-solving skills. Professional learning may help in this regard.

Teachers would benefit from professional learning on Gradual Release of Responsibility (GRR). There is too much teacher-talk exhibited during classroom instruction and students should have greater opportunities to work in pairs or small groups on projects that will enhance their critical-thinking and problem-solving skills. Teachers should also allow students increased "wait-time" when questioning them. This will allow more time to formulate a meaningful response to questions.

4.2   Domain 2: Curriculum & Assessment

Curriculum and assessment require support/action in targeted areas.

4.2.1   Factors that support effective student learning:

The curriculum is balanced and provides students with access to a wide range of learning experiences, including the arts and physical education. In addition to the core curriculum, students are exposed to both the visual and performing arts. Classes like, art, physical education (PE), library/media arts, performing arts, orchestra, band, vocal and piano. Parents in focus groups mentioned that the performing arts classes are a driving force in students wanting to attend school. These classes provide students with a well-rounded school experience and encourage them to remain in school so as not to miss the instruction of the core curriculum.

Extended day activities provide students with academic support and homework help that reinforce and extend classroom learning experiences. Auditors observed a second grade after-school class receiving math support from the teacher. The teacher started the lesson by stating, "I've seen in class that many of you are struggling with adding two-digit numbers, so we are going to practice that today." This is clear

evidence that the lesson was based on a deficiency she witnessed during traditional day school and chose to reinforce this skill during after-school.

Auditors observed fourth and fifth grade students receiving homework help in the library after-school. One teacher facilitated a small group where students received support on math fraction problems and some students worked in pairs around the room completing homework assignments together. Four students in the focus group stated that if they struggle with a topic in class, they can seek help after-school from a teacher. The extended day activities are working to support learning that takes place during the school day and students are aware that they can seek academic support after-school in areas where they struggle.

The curriculum is supported by periodic common assessments and are used by teachers to identify student learning needs and inform future instruction. School leadership, teachers and support staff clearly articulated the MAP testing process and how this periodic assessment is used to inform instructional decisions across the school. Students in focus groups discussed MAP testing and what teachers do to prepare them for this assessment. Four students in the focus group discussed the way that their teacher met with them to set goals for the upcoming assessment.

Auditors observed teachers in PLCs using data from Wonders unit assessments to plan for future instruction in their classes. Auditors were provided with a spreadsheet that charted the MAP assessment data for Fall 2018 and Winter 2018. This data was collected by school leadership and disseminated to all staff members. The periodic assessment data will give teachers evidence of their students' strengths and deficiencies, so they can better plan to meet the needs of each child.

4.2.2   Factors that limit effective student learning:

Although school leaders and teachers are working to implement the district-mandated academic programs with fidelity, they all agree that the programs do not sufficiently address all Kentucky Common Core Curriculum standards. The standards drive the instruction, not the program. Administrators and teachers reported that although the Wonders program is aligned to the Common Core Standards, it does not address some standards as thoroughly as it needs to.

Auditors attended a PLC meeting where teachers were planning for an upcoming unit. Two teachers and one coach present were convinced that the math program, "Envisions/Investigations," did not appropriately prepare students to master the planned math standard for addition and subtraction. The program was designed for students to spend three days on addition and only one day on subtraction and then it assessed student mastery of subtraction with three multiple choice problems and an in-depth word problem on subtraction.

The curriculum does not include frequent opportunities for students to work on projects that will promote complex problem-solving skills and independent thought. Fourteen of the 18 students in the focus group agreed that, "We rarely work on long or short-term projects in our classes." A teacher in a focus group stated, "Fourth grade does one project at the end of the year. We don't really do projects in fourth and fifth grade." School leadership acknowledged that teachers do not assign "…a great deal of projects to students throughout the year."

There was authentic student work posted in two of the 16 classes visited. The student work that was posted did not include a rubric or standards-based feedback. The limited exposure to individual or team projects limits students' ability to think critically or problem-solve on their own or in a group, independent

of a teacher. This will not adequately prepare students for projects in the upper grades and does not promote college and career readiness.

4.2.3   Recommendations:

Teachers would benefit from continued professional learning on unpacking standards and how and where to find supplementary materials to teach them to mastery. The district could provide teachers with an online warehouse of "approved" supplementary materials to choose from when planning.

Teachers should plan more individual and group projects. In grades Kindergarten through second, these may include whole-class investigations in science or social studies. In grades three through five, students could work in partners or in small groups to complete projects that include, research papers, science experiments, role-playing, classroom presentations, creation of Power Points, etc.

4.3   Domain 3: Instructional Leadership, Management, and Accountability

Instructional leadership, management, and accountability requires intensive school support.

The principal identified the Community Center, the family access to the Health Clinic, the 21st Century grant-provided after-school program, the varied performing arts and music classes, and the community partnerships as strengths of the school. The high-needs of the student population, and the teachers' capacity to differentiate instruction to meet student needs and track data and plan for instruction were identified as the biggest challenges.

The principal stated that his priorities are to improve teaching and learning in the building by helping teachers better differentiate instruction, increasing student engagement, ensuring that learning targets and success criteria are standards-aligned, and "tightening-up" PLCs and increasing foundational literacy skills. He mentioned that as far as individual grades, he is focusing on third, fourth, and fifth grades.

In attempting to address these priorities, the leadership team has assigned the SBIS to closely focus on managing PLCs, putting classroom non-negotiables in place (see below), posting success criteria in classrooms, aligning the standards and the learning targets, limiting "teacher-talk" in classroom instruction, and increasing rigor.

William Wells Brown Elementary established the following "Non-Negotiables for the Classroom":

- Daily schedule is followed.
- Teacher creates and always maintains a positive and respectful atmosphere.
- Content Area Outcomes: standards-based, visible, stated and explained by teacher at start of lesson, stated by students at start of lesson, referred to throughout lesson, revisited at end of lesson, power verbs are defined at start of lesson, real world example of learning target is shared with class at start of lesson.   "I am successful when I can…"
- Instruction and activities include exemplars, are congruent with the outcomes, and differentiated to meet student needs.
- Formative assessment occurs and is congruent with the outcomes.
- Teacher talk is limited to 10 minutes when explaining content. After 10 minutes, students are directed to write, speak, or do something with the content.
- Teacher regularly incorporates Kagan cooperative learning where applicable.
- Higher Order Thinking questions are utilized during instruction.
- Teacher facilitates I Do, We Do, You Do model of Instruction.
- Expectations are communicated using CHAMPs for all activities and transitions.
- Anchor Charts and Word Walls are visible and included in instruction.
- Teacher reflects: Would my current instructional practices, relationships with students, and mindset change if my own child were in my class?
- Students understand Success Criteria for each lesson.

The principal and the leadership team mentioned that these initiatives are a "work in progress." The principal shared that they are starting to see improvement in fourth grade instruction after having removed a teacher and splitting that teacher's class between the other two fourth grade classes.

The leadership team stated that the school-wide PBIS system is also working, as evidenced by the decrease in the number of out of school suspensions and the decrease in the number of students who are receiving ISS or being sent to the SAFE room for behavioral re-direction.

4.3.1   Factors that support effective student learning:

School leaders collect and analyze a wide range of data to assess the impact of learning and teaching on student academic outcomes. School leaders were able to clearly articulate where the school was, as it pertained to KPREP and MAP data. School leaders could point to some academic trends over time and the current academic goals for the school. Auditors observed a data room, where MAP testing scores for grades Kindergarten through five were posted. The data wall included MAP goals for each student, in each grade, and a projected goal for each classroom teacher. Prior to the on-site visit, the principal provided the audit team with a wealth of collected data including KPREP scores, MAP scores, student attendance rates, out of school suspension rates, in-school suspension rates, PBIS incentive data, and CSIP planning documents that included at least three years of school data.

School leaders implement effective measures to promote good attendance and reduce tardiness. The district daily attendance goal is 95 percent. William Wells Brown Elementary's daily attendance rate hovers around 94 percent. A school leader in a focus group stated, "We set our attendance benchmark at 96 percent, so that we are always trying to exceed the district expectation." Three parents in the focus group said that they receive calls and other communication from the school whenever their children are absent. Two parents also mentioned that they receive robo-calls, flyers, and e-mails from the principal encouraging strong attendance.

4.3.2   Factors that limit effective student learning:

School leaders have recently developed a Comprehensive School Improvement Plan (CSIP) and vision for the school, but have not clearly messaged this plan to teachers, parents, and community stakeholders. As a result, school stakeholders are not aware of the plan or how they can support the plan's success. In the focus groups for parents and community stakeholders, attendees stated that they were eager to support the school improvement plan but were not aware of the specifics and, as a result, are not able to provide effective support. One parent mentioned, "School Based Decision Making (SBDM) Council was taken away and now there is Advisory Council. I haven't been to these meetings. Maybe they shared some information there."

School leaders do not rigorously monitor the effectiveness of learning and teaching through a systematic audit of lesson plans or frequent classroom observations where specific feedback is provided. All teachers in a focus group agreed to the statement, "The ELEOT feedback is too generic."

Without specific, detailed, and actionable feedback after lesson observations, teachers do not know what they are doing well or how they need to improve in their instruction. The quality of learning and teaching will not improve at the accelerated rate necessary to ensure students master the required state standards. School leadership is not providing feedback on lesson plans, as a result they are missing the opportunity to address and correct ineffective instruction before it's delivered in the classroom.

School leaders are not intentionally developing teacher leaders in the building to support instructional growth. The principal mentioned that there were teacher leaders in place in the past, but he had abandoned this system. He shared that teacher leader development had led to a great deal of "jealousy" amongst the staff and that, "…there is jealousy exhibited amongst the teachers when one receives an award or accolades." In the staff survey, 49 percent of staff perceive William Wells Brown's professional development program as favorable, compared to 67 percent for all the CSI schools surveyed, in the aggregate.

School leaders do not consistently and effectively address non-compliance or poor instruction amongst the teaching staff. As a result, poor instruction is being delivered to students, which will not support them in earning proficiency on state standards. Although the quality of learning and teaching is not as effective

as it must be to improve student outcomes, the principal could only provide one example of removing an ineffective teacher from their position based on the collection of data of consistently poor instructional delivery.

Teachers are developing lesson plans where there is misalignment between the state standard and the learning target. And, since these teachers are not being re-directed in the lesson planning stage, they are delivering misaligned lessons to students.

Teacher non-negotiables state:

> *"Content Area Outcomes: standards-based, visible, stated and explained by teacher at start of lesson, stated by students at start of lesson, referred to throughout lesson, revisited at end of lesson, power verbs are defined at start of lesson, real world example of learning target is shared with class at start of lesson.   "I am successful when I can…" and, "Teacher talk is limited to 10 minutes when explaining content. After ten minutes, students are directed to write, speak, or do something with the content."*

Auditors observed these mandates being carried out in only two of the 16 classes visited throughout the day and one of the four classes visited after-school. Teachers in both focus groups shared that there are no corrective actions for failing to include a non-negotiable in their instruction. When asked about addressing non-compliance from teachers, school leadership shared that "…a teacher might receive a personal conference after-school to remind them of the expectations."

4.3.3   Recommendations:

There is no use establishing non-negotiables that are not monitored or enforced. As a matter of urgency, instruction should be closely and carefully monitored to ensure that standards-aligned, rigorous, differentiated, and engaging lessons are planned and taught across all classrooms. Teachers need to be held accountable for norms and non-negotiables. A schedule and system for monitoring lesson plans, observing lessons and providing feedback needs to be established. Teaches should be held accountable for acting on feedback.

The Comprehensive School Improvement Plan (CSIP) was recently developed, and now the school leadership must clearly message the school goals to teachers, parents, and students. The leadership must also message how each of these stakeholder groups can play a role in the school meeting these goals and create a process to implement the plan and monitor all responsible so that they may turn the school around.

Developing a system to promote teacher leadership could help build capacity in the building and leadership team members would not be stretched so thin. Teacher leads could; lead learning walks, investigate best practices to turnkey to their colleagues, model lesson delivery and facilitate professional learning sessions. This process could also serve as an incentive for teachers to excel in their instruction and share best practices with their colleagues throughout the building. This would help to pinpoint instructional strengths in the building that teachers could model for their peers.

4.4   Domain 4: The Culture of Learning

The culture of learning requires support or action in targeted areas.

4.4.1   Factors that support effective student learning:

The principal has worked to implement PBIS and reduced the number of suspensions over the last few years. He has worked to make the school a safe, welcoming environment and as a result, he does not want to send students home or place them in the safe room because they will miss valuable instruction.

School leaders and staff show respect for and maintain positive relationships with all members of the school community. All the parents in the focus group agreed that, "Teachers are friendly and respectful." One parent stated, "My children have been in this school for a while and the teachers are kind." Another parent said, "The teachers are working hard and they're here for the right reasons." 16 of the 18 students in a focus group agreed that, "Teachers are nice and help you when they can." One student said, "My

teacher cares about us." Another student stated, "My teacher is nice, and she helps me improve my reading."

All the community partners agreed that, "The school leadership is supportive with my organization's work with the school."

Auditors observed multiple friendly and respectful interactions between teachers and parents while onsite. Parents, students, and community partners have all garnered positive relationships with school leaders and teachers. These positive relationships can work to better support the academic achievement of all students in the school.

4.4.2   Factors that limit effective student learning:

The perception of teachers and paraprofessionals shared in focus groups is that the administration, in implementation of the PBIS program, does not effectively manage tier two and tier three behaviors. One hundred percent of the participants in the support staff and paraprofessional focus groups agreed that, "Disruptive student behavior is impeding the learning environment and student learning."

In surveys, however, 69 percent of students report they feel safe in the school and 83 percent of staff responded that their students believe this school is a safe place. Auditors did not observe any tier two and tier three behaviors from students during our two days on-site, nor did auditors observe any security breaches or negative or aggressive behavior from parents.

This conflicting evidence between what was expressed by staff in focus groups and what was observed shows that the leadership team has some work to do to align expectations and communicate behavior policies and approaches to all the staff.

The learning environment is not appropriately challenging for all students. Twelve of the 18 students in a focus group agreed with the statement, "My classwork is easy for me to complete."

4.4.3   Recommendations:

For a PBIS program to be successful, teachers and staff must all buy in to the approach. Teachers perceive that they are being unsupported when the administration fails to appropriately punish students for misbehavior. Teachers and paraprofessionals, to feel safe and supported, need to believe that appropriate measures are in place. Leaders must communicate how they will consistently address tier two and tier three behaviors and ensure that all teachers and paraprofessionals understand why the approach is better than traditional punitive measures. Revisiting or retraining for the school may be in order.

School leadership must work to address instructional rigor and ensure that appropriately engaging and challenging lessons are being delivered to students in classrooms every day.

4.5   Domain 5: Family and Community Engagement

Family and community engagement requires support or action in targeted areas.

4.5.1   Factors that support effective student learning:

Teachers routinely provide information to parents regarding students' academic and social progress in schools. Eight of ten parents interviewed in a focus group agreed that, "Communication from teachers is strong." On parent stated, "Teachers e-mail me about my daughter's academics and behavior." Another parent shared, "I communicate with my child's Kindergarten teacher every day." Teachers in focus groups mentioned that they reach out to parents often through e-mail, text, phone calls, and flyers that are sent home. Two teachers shared that they communicate with parents via the "Remind App" on their phones.

Three parents in the focus group said that they receive information and updates from teachers through the "Remind App" that they could access through their phones. Keeping parents informed about their

children's progress will build a strong school to home connection. Teachers can reach out to parents to discuss ways that they can support academic growth at home.

School leaders and teachers create opportunities to celebrate the cultural diversity of the community they serve. The principal shared that the school yearly engages in a Black History Month program, a Hispanic Heritage month program, and the fifth-grade students create other cultural celebrations in the performing arts class. Students in the focus group were aware of and spoke excitedly about the Hispanic Heritage and Black History Month programs. Some students in the focus group were recently preparing for the Black History Month program. Sixty-nine percent of students responding to the survey agree that the school has activities to celebrate different cultures. While only 55 percent of teachers reported in the staff survey that the school has activities to celebrate the diversity of the community,

Teachers in both focus groups mentioned the cultural celebrations that take place throughout the school year. Eighty percent of parents in the survey responded that their children learn about the cultures of the community.

The school has developed a great deal of community partnerships that work to support the social and emotional development of the school population. Some of these groups include, Living Arts & Science, Parks & Recreation Community Center, Big Brother and Big Sisters of America, On The Move Arts program, Food Chain Inc. and Alpha Phi Alpha Fraternity Inc. A representative from Alpha Phi Alpha Fraternity attended a focus group and described the "Reading, Writing and Rewards Program," wherein, twenty students were paired with Reading Buddies who come to the school once a week and read and write with students. These students were chosen based on MAP scores that showed they needed some reading intervention support. These students also earn rewards for reading the most books. This program includes a pre and post survey where students and their families can describe their reading growth throughout the year.

Big Brother and Big Sisters work to match a Big (adult) with a Little (child) based on need. There are over 20 Big/Little matches at William Wells Brown Elementary. The Bigs and Littles can interact in school and outside of school with parent permission. These students work with their Big Mentor and they have access to workshops on: goal-setting, self-confidence, math support and making better choices. The principal mentioned that he had seen several Bigs and Littles out together on the weekend at the local mall. Although these are very positive programs for the school, they have yet to have a measurable impact on learning.

The Director of the Community Center housed in the school shared the many programs that William Wells Brown Elementary students have access to. These programs take place during the school year and the summer and include self-esteem classes, tutoring programs and require that students and their families sign a behavior contract. All programs are free to the students at William Wells Brown Elementary.

The partnerships that the school has developed are working to support the academic and social growth of the students that attend. All the programs noted are free and only require parent consent.

4.5.2   Factors that limit effective student learning:

Although several parents stated that the communication from teachers is strong, with 82% of parents surveyed responding that the school communicates effectively with parents, the focus group expressed that the overall communication from the school needs to improve.

4.5.3   Recommendations:

Parents partnership with the school could be increased if the information is disseminated in a timely fashion. The school may garner greater support from parents if the parents are informed of school initiatives earlier.

The school and local community should continue to team up to support the celebration of cultural diversity of the school. This helps provide a sense of cultural pride for the families that attend and participate in these events.

Communication between school and home could be improved by ensuring that parents are alerted about school events and initiatives in a timely manner. Increasing parent's' awareness of the PTA and Advisory Council could provide them with a formal opportunity to participate in school-wide decisions.