



Client name	Fayette County Public Schools
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Review dates	January 7-8, 2019
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Comprehensive Support and Improvement Audit Report

Fayette County Public Schools

January 16, 2019

Contents

1	The School Context	1
2	CSI Audit Main Findings	3
3	Individual Domains	5

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 to address factors that limit student learning.

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

1.2 Background information about the School

Arlington Elementary is a community school located at 122 Arceme Avenue, near Castlewood Park in Lexington, Kentucky. It is one of the oldest schools in Fayette County and serves the same community it did in 1899. It is a schoolwide Title I School where 95 percent of the students receive free or reduced lunch and 45 percent of the students are English Language Learners (ELL). Arlington Elementary has great community involvement as it houses a Healthy School Clinic where children receive services such as annual physicals and flu shots. The school also houses a behavior program for the district. Embrace United Methodist Church, located across the street from the school, provides space for after-school programs. The school and church work together to provide numerous special programs including basketball, cheerleading, dance team, girls’ and boys’ soccer, robotics, performing arts club, Girls on the Run, Science Explorers Club, Morning News Crew, the academic team, and other extracurricular activities.

Student enrollment and attendance

Table 1: <Insert Table Caption>

	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Current as of CSI Audit
Grade Span	Pre-Kindergarten through Fifth Grade	Pre-Kindergarten through Fifth Grade	Pre-Kindergarten through Fifth Grade	Pre-Kindergarten through Fifth Grade
Total Student Enrollment	380	357	341	265
Percentage General Education Students and Total	80 percent	83 percent	79 percent	75 percent
Percentage of Special Education Students and Total	20 percent	17 percent	21 percent	24 percent

School Demographic, Attendance, Suspension Information

Percentage of English Language Learners and Total	44 percent	44 percent	30 percent	31 percent
Ethnicity of student population	White	29 percent	28 percent	29 percent
	Hisp.	43 percent	41 percent	40 percent
	Black	29 percent	29 percent	26 percent
Out of School Suspensions	45	47	15	2
In School Suspensions	80	76	33	1.5
Average Daily Attendance (ADA)	96.3 percent	95 percent	96 percent	95.6 percent

As shown in the chart, student enrollment at Arlington Elementary has consistently dropped from 2015-2016 to the present. In 2015-2016, there were 280 students and the school lost about 20 children for each of the next two school years. This year, however, the number fell by 76 and there are currently 265 students enrolled. Reportedly, the cause of this reduction in enrollment was caused by the demolition of housing in the area and the redrawing of district lines. Consequently, this decline in students caused a decrease in the amount of money allotted to the school, and therefore a loss of teachers and programs.

With the decline in enrollment, the school experienced a reduction in the percentage of ELL and Hispanic students, and a small decrease in the percentage of general education and Black or African American students. However, the percentage of special education students increased over these years from 20 percent to 24 percent of the student population.

The instructional staff consist of two Pre-Kindergarten, Kindergarten, first, second, third, and fourth grade teachers, three fifth grade teachers, four SPED teachers, four intervention teachers, 1.7 ELL instructors, and one hearing impaired teacher, music teacher, librarian, physical education (PE) coach, and guidance counselor. There are two Kindergarten and six SPED paraprofessionals who serve as classified staff. Of the instructional staff eleven have zero to five years of experience, nine have six to ten years, three have 11-15 years, two have 16-20 years, four have 21-25 years, and two have 26-30 years. Of the classified staff three have zero to five years of experience, three have six to ten years, one has 16-20 years, and one has 21-25 years. The least experienced grade level is fifth grade wherein two teachers have less than five years, one has six years, and all three are in their first year at Arlington. Only eight staff members have worked at Arlington as many as or more years than the principal.

1.3 Background on the CSI Audit process

1.3.1 Classroom visits

The audit team conducted 13 observations of 12 Kindergarten through fifth grade classrooms. One fourth grade classroom was not observed, as that teacher was absent. The leadership team accompanied the reviewers during classroom observations. Observations lasted an average of 15 minutes. Reviewers and the leadership team observed Literacy lessons in K-2 and literacy, math and science in grades 3-5. In Kindergarten and first grade, there were two adults working with small groups of children. In Kindergarten through second grade classrooms, there were 14-17 students, in Grades 3-4 there were 21-24 students, and in Grade 5, both classrooms had 18 students.

1.3.2 Focus groups

The review team held two student focus groups, two teacher-focus groups, one parent focus group, and a classified staff focus group. The administrative team selected students to participate, and parents were sent an invitation. All certified and classified staff participated in a focus group. The focus groups lasted from 25-30 minutes with the children and up to about an hour (57 minutes) with adults.

2 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).

2.1 Factors that support effective student learning:

Arlington Elementary School's learning environment is safe, welcoming, and conducive to learning. During focus groups, parents and students alike highlighted the caring nature of the staff and administrators. Discipline referrals to the office are substantially reduced, as corroborated by PBIS data and parents. Between school years 2015-2016 to 2017-2018, out-of-school suspensions dropped from 45 days to two days, and in-school suspensions dropped from 80 days to 1.5 days.

The school uses multiple means by which to communicate with its diverse families including:

- letters about school events and activities printed in multiple languages;
- teachers' use of the Class DOJO App to communicate academic and behavioral performance;
- Email, text and phone calls back and forth with parents; and
- interpreters are available during parent meetings and events such as Family Night and the parent focus group to translate for non-English speaking parents.

The school principal has high expectations for all staff and students and holds staff accountable for the academic and social achievements of all students. This was demonstrated through a review of lesson plan feedback, the new lesson plan template, and feedback from observations. Members of the teacher focus group unanimously agreed that they are held accountable for student learning and professional practice. A participant in the student focus group said, "She (the principal) comes in your room to see if you're doing a good job."

School leaders ensure lesson plans and assessments are focused on improving student learning. During a fourth-grade professional learning community (PLC) meeting and in meetings with the leadership team, the Professional Growth Effectiveness (PGE) Coach and the School-Based Instructional Specialist (SBIS) guided teachers in the analysis of assessment data by student, class, and grade level. They also directed the development of lesson plans and formative and summative assessments. The team conducts frequent lesson observations to monitor the effectiveness of learning and teaching and regularly provides feedback to teachers.

2.2 Factors that limit effective student learning:

Although school leaders provide structures and support systems for teachers to develop lesson plans based on data, many teachers are not using the assessment data to develop and implement lesson plans that address the learning needs of all students. Consequently, some students do not make adequate academic progress and achievement gaps exist, as evidenced by review of KPREP, MAP, and KASC assessment data.

During observations of 13 Kindergarten through fifth grade classrooms, which included viewing the posted lesson objectives, speaking with students, and reviewing student work, teachers did not always address the success criteria nor the varied learning styles and cultural diversity of all students. Success criteria accompanied posted learning objectives in none of 13 classrooms and rubrics were seldom used. In one classroom, observation of student work revealed that 10 of 17 students who completed the task had no

clear understanding of the expectations. Therefore, not all students are prepared to successfully complete tasks and students are not completely aware of next steps to improve their work.

2.3 Recommendations:

School leaders should continue to support teachers with PLCs and lesson planning, with a focus on how to use data analysis to meet all students' needs. More Sheltered Instruction Observation Protocol (SIOP) training and culturally-responsive teaching strategies are needed to build the capacity of teachers to develop and implement data-driven lesson plans and activities that address the learning needs of underperforming subgroups on assessments. Students should be taught comprehension and test-taking strategies to help them determine what each question asks, or each task requires, what skills are required to address the question or task, and where/how to find evidence to support their response(s). As students become more strategic learners, their academic performance will improve.

Professional learning opportunities should be provided on how to construct success criteria to accompany lesson objectives. Once teachers have successfully completed this training, they should post and address with students the learning objective and success criteria for the lesson so that students understand what they must do to show mastery or provide evidence of their learning. School leadership should monitor whether teachers are posting and addressing the learning objectives and success criteria, and the impact of including success criteria on student learning should be noted during classroom observations and post-observation conferences. Teachers should check students' understanding of tasks before they leave whole group to begin independent, paired, or small-group assignments. Teachers should provide a task for students at the teaching table to give the teacher time to quickly get up and monitor students' work on tasks and on the computer/laptop. Teachers and students should be taught to construct and use rubrics to self-evaluate the degree to which tasks are completed. These actions will better prepare students to successfully complete tasks and assure they understand next steps needed to improve their work. It will help students to reflect on and regulate their own learning.

Teachers should provide more opportunities for students to engage with challenging texts. Engaging with more challenging texts will build background knowledge, conceptual understandings, and vocabulary before students attempt to read independently or with the teacher listening in and coaching. At lower reading levels, this can be accomplished through supportive book introductions with thorough picture walkthroughs, giving attention to key vocabulary, text structure, and unfamiliar concepts. Teachers must make sure the selected text has enough known sight words to serve as anchors and teach students to use strategies such as checking the picture and the beginning sound of the word to think of what would make sense. Teachers should prompt students to use all information sources (meaning, structure, and visual/graphophone) when they come to words they do not know rather than getting bogged down in sounding out words. In second-fifth grade classrooms, teachers should teach students to use text features and annotation to predict what the text will be about before they read, and prompt students to use strategies and all information sources while reading to figure out unknown words. Training, modeling, practice with shoulder coaching, and time will be needed to teach teachers to do this efficiently. The use of more project-based learning and complex problem-solving should be planned during PLCs and lesson planning with the PGE and SBIS; and, then implemented with fidelity in the classrooms. School leaders should monitor the use and impact of these instructional strategies and teachers should track student progress as they use these strategies to determine their impact on student learning. The more teachers see these instructional strategies working, the more they will use them. Improving and increasing the use of these instructional strategies will provide more opportunities for productive struggle, facilitate students' development of essential understandings about complex concepts, and improve students' critical thinking and higher-order thinking skills, including problem solving.

3 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*.

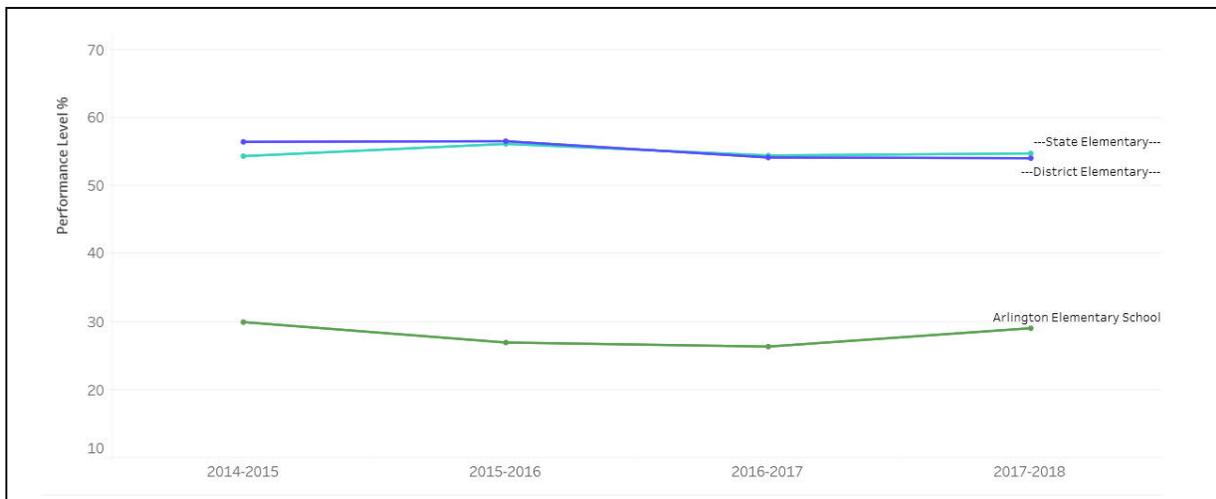
3.1 Domain 1: Quality of Learning & Teaching

The quality of learning and teaching requires support/action in targeted areas.

State KPREP Test Results - Percentage of students at or above proficient

Subject Area	2014-2015	2015-2016	2016-2017	2017-2018
Reading	30.1	27.8	26.2	44.4
Math	19.6	25.7	21.4	53.2
social studies	44.7	33.3	29.7	35.5
Writing	17	7.8	10.7	59

As shown on the chart above, the percentage of students scoring proficient on the Kentucky Performance Rating for Educational Progress (KPREP) assessment have been substantially low for the past four school years. Proficiency in reading, social studies, and writing all dropped after 2014-2015 and proficiency in math, except for the drop in 2016-2017, have steadily improved. As of 2017-2018, scores in math and writing have risen above 50 percent and scores in reading and social studies show growth from 2016-2017 to 2017-2018. The chart below, however, reveals that not only have most students' scores lingered below proficient from 2015-2018, but the school's performance on this assessment has remained below that of other district and state schools.



Arlington Elementary KPREP – All Students

Arlington Elementary School's Report Card depicts 2017 KPREP reading data for all students by subgroup. Looking at this data, 33.3 percent of white students, 20.4 percent of African American students, and 16.7 percent of Hispanic students scored proficient in reading on this assessment. The data also shows 2.3 percent of English language learners (ELL), 3.3 percent of students who have a disability with an Individualized Education Plan (IEP), and 0 percent of students who have a disability with an accommodation tested proficient in reading as well. These gaps in specific subgroups' academic performance on the state assessment suggest that instruction at Arlington Elementary does not currently address the learning needs of all students.

Math scores for 2017 KPREP reveal a similar gap in students' academic performance by subgroup. The 2017 math data shows that 16.7 percent of white students, 9.3 percent of African Americans, 20.2 percent of Hispanics, 9.1 percent of ELL, and no students with disabilities scored proficient in math. In math, as in reading, disparity exists between the academic performances of students on state assessments by subgroup. In both subject areas, no students with disabilities earned a score of proficient or better. Data for 2018 KPREP reading assessments show similar achievement gaps by subgroup. Gaps in math for 2018, however, are greatly diminished.

3.1.1 Factors that support effective student learning:

Observation of third-fifth grade math lessons and student focus group discussions revealed that teachers plan lessons aligned to state standards and include learning activities that provide students opportunities to work together and discuss their learning. Six of eight third-fifth graders in the student focus group prefer math to reading and reviewers observed that math classes were much more interactive. This level of engagement with students using manipulatives to build models, working together in pairs or small groups, and sharing how they solved problems with each other and the class increases students' motivation for learning and supports the development of social and emotional learning.

Teachers in each classroom observed incorporate digital technology into their lessons to support the achievement of learning objectives. Students have daily opportunities to use Success Maker and Imagine Learning on computers and laptops for continuously adaptive math and literacy intervention. Teachers receive student performance reports from these programs and assign students differentiated lessons based on individual, identified needs. Teachers use technology during whole-group instruction. For example, Flocabulary was used in a fifth-grade classroom to review main idea and a video about properties of magnets was used in science following student experimentation with magnets and other objects. This use of technology improves the quality of instruction and accelerates student learning through providing practice of skills and engaging content and assignments.

3.1.2 Factors that limit effective student learning:

Students who participated in focus groups reported that they have learning goals and shared that teachers provide feedback; however, it is limited to telling them they did a good job. School leadership indicated that providing specific feedback, questioning techniques, and rigor of instruction are three areas of focus for the school. Classroom observations and meetings with the principal revealed that more time and practice is needed to help teachers become proficient in these areas and develop skills to deliver more effective feedback that will help students know what next steps are needed to accomplish their goals.

During observations of 13 Kindergarten through fifth grade classrooms, which included viewing the posted lesson objectives, speaking with students, and reviewing student work, teachers did not always address the success criteria nor the varied learning styles and cultural diversity of all students. Success criteria accompanied posted learning objectives in none of the 13 classrooms and rubrics were seldom used. In one classroom, observation of student work placed in a bin revealed 10 of 17 students who completed the

task had no clear understanding of what the task entailed. Therefore, not all students are prepared to successfully complete tasks and students are not completely aware of next steps to improve their work.

School leaders support teachers to plan lessons based on data analysis and students' needs. However, teachers are not using assessment data for developing and implementing lesson plans that address the learning needs of all students. Consequently, some students do not make adequate academic progress and achievement gaps exist, as evidenced by review of KPREP, MAP, and KASC assessment data.

3.1.3 Recommendations:

School leaders should continue to focus on the three identified areas and look for specific feedback, questioning techniques, and rigor of instruction during lesson plan development, lesson plan review, observations of learning and instruction. These should be addressed when providing teacher feedback and delivering professional learning opportunities so that teachers may become proficient in these areas. As instruction improves in these focus areas, learning and performance on assessments are likely to improve.

Professional learning opportunities should be provided on how to construct success criteria to accompany lesson objectives. Once teachers have successfully completed this training, they should post and address with students the learning objective and success criteria for the lesson so that students understand what they must do to show mastery or provide evidence of their learning. School leadership should monitor whether teachers are posting and addressing the learning objectives and success criteria, and the impact of doing such on student learning should be noted during classroom observations and post-observation conferences. Teachers should check students' understanding of tasks before they leave whole group to begin independent, paired, or small-group assignments. Teachers should provide a task for students at the teaching table to give the teacher time to quickly assess their readiness for independent work. Teachers and students should be taught to construct and use rubrics to self-evaluate the degree to which tasks are completed. This will better prepare students to successfully complete tasks and assure they understand next steps needed to improve their work. It will help students to reflect on and regulate their own learning.

School leaders should continue to support teachers with PLCs and lesson planning, with a focus on how to use data analysis to meet all students' needs. More SIOP training and Culturally-Responsive Teaching Strategies are needed to build the capacity of teachers to develop and implement data-driven lesson plans and activities that address the learning needs of underperforming subgroups on assessments. Students should be taught comprehension and test-taking strategies to help them more successfully determine what each question is asking, or each task requires, what skills are required to address the question or task, and where/how to find evidence to support their response(s). As students become more strategic learners, their academic performance is likely to improve.

3.2 Domain 2: Curriculum & Assessment

Curriculum and assessment require support/action in targeted areas.

3.2.1 Factors that support effective student learning:

Meetings with administrators, review of assessment data and observation of a Grade 4 PLC/Planning Meeting revealed that school leaders and teachers create and use periodic common assessments aligned to state standards to support the school curriculum. Examining these common-assessment results allow teachers to identify and address students' learning needs, create instructional tiers, and help school leaders make decisions about how to support learning and instruction, such as which topics to address in PLCs.

Extended-day activities such as Learning Lab reinforce and extend classroom learning experiences. This additional instruction provides opportunities for students to receive extra coaching in small groups and more time to practice needed skills. During observation of the Learning Lab afterschool program, reviewers noted that students were provided additional opportunities to use Success Maker, which is a continuously adaptive intervention program that provides teachers with student performance data. The extended-day teacher taught four students in a small group and students' ability to create pictures to solve math problems improved from one example to the next. As the Learning Lab after-school program just began in November, more time is needed to measure the impact of this program on learning.

3.2.2 Factors that limit effective student learning:

School leaders consistently review and comment on lesson plans to ensure that the content is fully aligned to state and district requirements. However, a review of lesson-plan feedback to teachers and observation of fourth grade lesson planning led by the PGE and SBIS revealed that leaders' comments don't always focus on the impact on student learning. Too much attention to the teacher and instruction, while not attending to student learning, has led to teachers moving ahead with planned instruction whether students show evidence of learning or not.

School leaders and teachers expressed concern about the alignment of the selected reading and math programs to state standards, and they have worked hard to find and use other resources to supplement these programs. Teachers, however, did not always provide students with access to a wide range of relevant learning experiences. Meetings with administrators and teachers revealed that because they are told to "keep it moving and focus on the standards," opportunities to extend learning, such as enrichment activities which meet students' academic and cultural needs and interests are not provided.

Teachers do not sufficiently engage students in work on challenging texts. In three of the four Kindergarten through first grade classrooms, after students had been provided a supportive book introduction and picture walk-through, children repeated what the teacher read. Instead, students should have had opportunity to read on their own with the teacher prompting them to apply various reading skills (phonetic analysis, context clues, and structural analysis) as needed.

3.2.3 Recommendations:

School leaders should monitor and provide feedback on the impact of instruction on student learning. It is important to keep in mind the goal, which is not what was taught, but what was learned. Providing teachers with balanced, specific feedback helps teachers focus on continuous assessment for learning during lessons.

As the Learning Lab after-school program is basically new, school leaders should be careful to monitor instruction during this time as well. Because the program began in November, no evidence of its impact on student learning currently exists. With the high number of student participants, this program, if successfully operated, could help raise scores on spring assessments.

School leaders and teachers, with assistance from district content specialists, should continue to find and use supplemental resources for the district reading and math programs. Teachers should receive PLCs designed to help them provide students with access to a wide range of relevant learning experiences.

Teachers should provide more opportunities for students to engage with challenging texts, projects, and complex problems. Engaging with more challenging texts will build background knowledge, conceptual understandings, and vocabulary before students attempt to read independently or with the teacher listening in and coaching. At lower reading levels, this can be accomplished through supportive book introductions with thorough picture walkthroughs, giving attention to key vocabulary, text structure, and unfamiliar concepts. Teachers must make sure the selected text has enough known sight words to serve

as anchors and teach students to use strategies such as checking the picture and the beginning sound of the word to think of what would make sense.

Teachers should prompt students to use all information sources (meaning, structure, and visual/graphophone) when they come to words they do not know rather than getting bogged down in sounding out words. In second-fifth grade classrooms, teachers should teach students to use text features and annotation to predict what the text will be about before they read, and prompt students to use strategies and all information sources while reading to figure out unknown words. Training, modeling, practice with shoulder coaching, and time will be needed to teach teachers to do this efficiently. The use of more project-based learning and complex problem-solving should be planned during PLCs and lesson planning with the PGE and SBIS; and, then implemented with fidelity in the classrooms. School leaders should monitor the use and impact of these instructional strategies and teachers should track student progress as they use these strategies to determine their impact on student learning as well. The more teachers see these instructional strategies working, the more they will use them. Improving and increasing the use of these instructional strategies will provide more opportunities for productive struggle, facilitate students' development of essential understandings about complex concepts, and improve students' critical thinking and higher-order thinking skills, including problem solving.

3.3 Domain 3: Instructional Leadership, Management, and Accountability

Instructional leadership, management, and accountability require support/action in targeted areas

The principal is an educator with 28 years of experience, all of it spent in Fayette County Public Schools. The principal taught for 15 years in all elementary grades, including multi-age classrooms, and was a Professional Staff Assistant/Assistant Principal (PSA/AP) for five years before moving into the role as principal. This is currently her 10th year as principal at Arlington Elementary.

Two other members of the leadership team are the Professional Growth Effectiveness (PGE) Coach and the School-Based Instructional Specialist (SBIS). The PGE has 17 years of experience, taught in the classroom previously, and has a background in Special Education as well as training in Reading Recovery®. She has served with the principal at Arlington for seven years. The SBIS just came to Arlington Elementary November 2018 and is a district employee. She spent five years as an upper-elementary classroom teacher prior to this assignment and, while she has taught all subjects, she is strongest in mathematics.

When discussing development of the SIP, teachers were a little slow to respond, but shared that the leadership team with teacher representation developed the plan and it was communicated to other teachers and staff during a faculty meeting and through email. Those who served on the leadership team were able to identify the three focus areas included in the SIP, however other teachers remained quiet.

Teachers' comments indicated that they feel supported by mentors, instructional leadership, each other, and those who provide district PD; however, they did add the ELL PD was cancelled once due to a lack of coverage and these teachers are unable to attend PLCs. ELL staff have attended monthly PD that was offered by the district.

3.3.1 Factors that support effective student learning:

According to meetings with administrators and teachers and review of the school's SIP, school leaders developed and communicated with representatives from the instructional staff a clear, strategic plan and vision to improve the effectiveness of learning and instruction. During team meetings and staff meeting, teachers reviewed and provided comments on the plan after first receiving it as an email. Developing the plan from common beliefs and values shared by administration and staff helped secure buy-in and

created direction for leadership, staff, and students alike. Teachers wrote personal goals aligned to identified school goals from the SIP. The three areas of focus identified on the SIP became priorities for lesson planning and look-fors during classroom observations. At the principal's request, the district provided PD on questioning techniques. Observations by administrators and audit reviewers as well as a review of observation notes prepared by the district team assigned to the school confirm that questioning techniques and feedback provided by teachers improved, although more time to gain competence in these areas is needed.

A second meeting with the principal revealed that school leaders assist teachers to analyze performance data and use the data to develop lesson plans and formative and summative assessments aligned to state standards. They monitor the effectiveness of learning and teaching through conducting routine observations to check the fidelity with which lesson plans are implemented. This systematic review of lesson planning and frequent observation of lessons helped administrators confirm the inconsistencies between fifth grade lesson plans and lesson implementation. Because of the inconsistencies observed, the principal asked the PGE and SBIS to provide modeling for these new teachers and had a frank conversation with them about expectations.

As observed during classroom observations, school leaders manage time, resources, and people (staff as well as students) effectively, and enable the school to run smoothly with a climate conducive to learning. This productive management of staff and student behavior can help ensure that initiatives within the SIP related to the district goals of excellent staff and excellent student opportunities are met.

Meetings with school leaders, classroom observations and review of school documents revealed that school leaders create and implement policies and practices, including school-wide positive behavior expectations. During observations the principal and the PGE addressed behaviors not conducive to a positive learning environment and praised students who were working/thinking hard. Once the PGE left the observation to go to the bathroom to speak to a child making too much noise. This support from school leaders enables the school to run smoothly and provides a climate conducive to learning.

3.3.2 Factors that limit effective student learning:

Meetings with school leaders and teachers, review of lesson plans and assessment data, and observations of fourth grade planning and Kindergarten through fifth grade classrooms confirm that school leaders display effective instructional and administrative leadership, and support teachers to plan lessons based on data analysis and students' needs. However, teachers do not use assessment data to develop and implement lesson plans to address the learning needs of all students.

According to 2017 KPREP reading data for all students by subgroup, 33.3 percent of white students, 20.4 percent of African American students, and 16.7 percent of Hispanic students scored proficient in reading on this assessment. This data shows 2.3 percent of English language learners (ELL), 3.3 percent of students who have a disability with an Individualized Education Plan (IEP), and 0 percent of students who have a disability with an accommodation passed proficient in reading as well. The 2017 math KPREP data shows that 16.7 percent of white students, 9.3 percent of African Americans, 20.2 percent of Hispanics, 9.1 percent of ELL, and no students with disabilities scored proficient or above in math. In math, as in reading, disparity exists between the academic performances of students on state assessments by subgroup. In both subject areas, no students with disabilities earned proficiency. These gaps in specific subgroups' academic performance on the state assessment suggest that instruction at Arlington Elementary does not currently address the learning needs of all students.

Participants in the teacher focus groups and the school leaders agree that the principal consistently promotes and holds high expectations for staff and students and holds all staff accountable for the academic and social achievements of students. But, according to the principal, not everyone feels the urgency to improve learning and teaching. While some teachers embrace and act on feedback, others are

less responsive and slow to change. School leaders and the staff have further work to do to create a shared vision for improvement, acknowledge the urgency, and take ownership of actions for improvement.

3.3.3 Recommendations:

School leaders who support teachers to plan lessons should demonstrate how to use assessment data to develop and implement lesson plans which address the learning needs of all students and effectively prepare them to make adequate academic progress. Additional training on SIOP and Culturally-Responsive Teaching are needed to equip teachers with instructional strategies to improve teaching and learning, particularly for underachieving subgroups.

The principal should continue to consistently promote and model high expectations for staff and students and hold all staff accountable for the academic and social achievements of all students. In providing feedback on lesson plans and from classroom observations the principal should provide specific comments about student learning and instruction. All school leaders are encouraged to focus on what is learned more than what is taught. Using success criteria and assuring sound evidence of learning exists is essential. Although other school leaders are not evaluators, they should hold all staff and students accountable. A united front is needed to encourage teachers to feel more urgency to implement planned lessons with fidelity, consistency, and rigor. Because Kindergarten students are below average according to screening, Pre-Kindergarten, Kindergarten, and first grade must be monitored even more closely to assure learning is on a trajectory for student success in second grade. When adequate support and feedback are provided, learning and instruction will consistently improve and be reflected in higher assessment scores.

3.4 Domain 4: The Culture of Learning

The culture of learning is established.

A total of 15 children participated in the student focus group: 2-K, 2-first, 3-second, 1-third, 2-fourth, and 5-fifth graders. All students agreed that they feel safe at school, they feel supported by the staff, and administration, and they all have goals (although some Kindergarten through second grade students could not remember what their goals were).

3.4.1 Factors that support effective student learning:

According to participants in teacher, student and parent focus groups, school leaders and staff work together to provide a safe, respectful and welcoming learning environment that shows respect for all stakeholders within the school community. Their actions help to maintain positive relationships and foster a learning community where students feel safe and well-supported by caring adults. One student in the grade third through fifth grade focus group shared, "Last year I had difficulty with fractions. I asked the teacher if I could come for help during lunch and I got 20 extra credit points for going!" Two parents said that the best thing about Arlington Elementary is "the staff" because "they care." One parent cited as an example the tutoring offered afterschool for all students and the other said, "I sold my house so I could be in this district."

Administration and staff members model and reinforce appropriate behaviors, thus facilitating students' development of social and emotional skills, as well as confidence as learners.

3.4.2 Factors that limit effective student learning:

Although school leaders and teachers ensure that the learning environment is safe, respectful and welcoming, not all students are being adequately challenged. A lack of challenge can cause students performing at or above average to stagnate and/or become bored. While observing a Kindergarten

classroom, students who were supposedly learning sight words were required to copy the word from a model then cut out letters and glue them on their paper beside the model and the printed word. This activity involved matching letters within the model more than word recognition. Additionally, when asked to read the words, each child could easily say them all. In the third through fifth grade focus group, six out of eight students liked math better than reading because it is more active and engaging and one student stated, "In reading you sit in one spot and look at a book."

3.4.3 Recommendations:

Student data and work samples should be used to plan differentiated assignments for students rather than all students being required to complete the same tasks. During the third through fifth grade student focus group, when asked on a scale of one to five how difficult their work is, six out of eight said, "Two... It's pretty easy." Providing more challenging work for those who are capable will help prepare them for advanced classes in middle and high school and make them more college and career ready.

3.5 Domain 5: Family and Community Engagement

Family and community engagement are established.

There were 12 participants in the parent focus group, including grandparents and parents. Two had served on the Parent Advisory Council and the group included an African American father and two Hispanic parents. An interpreter was provided to assist communication.

When asked if they felt welcomed and valued at Arlington, all parents in the focus group answered affirmatively. Participants in the focus group commented that the teachers/staff are friendly and communicate well with parents about events at the school and about their child(ren)'s progress and behavior. Parents reported that teachers and the school use Class DOJO, letters, emails, texts, stickers, and interpreters to communicate with families.

Although parents were unaware of the three major goals of the school, they said that the principal did show them how to understand the test report sent to parents during a Family Night. Parents were very pleased with the children's clinic housed at the school and the after-school activities and clubs. They felt the addition of cameras and keeping all doors locked and entering through the front by the office made the school safer. Parents would like to see the return of Art and Spanish classes and the science Lab. Although they appreciate the volunteer that provides art classes for students, they want their children to be able to have art weekly rather than every three weeks. The science lab, they said, would allow students to do more experiments and have science fairs. Parents were particularly concerned about Spanish classes to help the students better communicate with one another and have Spanish as a second language.

3.5.1 Factors that support effective student learning:

As evidenced by parents', students' and teachers' comments on the surveys, as well as in focus groups, the school uses multiple methods to communicate with its diverse families including:

1. Letters about school events and activities printed in multiple languages.
2. Teachers' use of the Class DOJO App to communicate academic and behavioral performance.
3. Email, texts, and phones calls to communicate back and forth with parents.
4. Interpreters are available during parent meetings and events such as Family Night and the parent focus group to translate for non-English speaking parents.

Review of parent surveys and comments from participants at the parent focus group indicated that families and community partners participate in decision-making and voice their suggestions, comments, and opinions regarding the school. This allows them to feel valued and helps to build collaborative relationships which support extracurricular and learning activities. One parent shared that parents requested a basketball goal be placed on the school playground for the community and the school provided it as suggested.

School leaders and staff cultivate collaborative partnerships with community groups such as Sunrise Rotary Club, Midway College, and Embrace United Methodist Church. These partnerships support academic and personal development of students through participation in activities such as basketball, cheerleading, dance team, girls' and boys' soccer, robotics, performing arts club, Girls on the Run, Science Explorers Club. They allow students opportunities to win rewards such as bicycles, certificates and scholarships for perfect attendance, citizenship and scholarship.

3.5.2 Factors that limit effective student learning:

The principal as well as members of the parent focus group related that parents are welcomed as volunteers, but there is no formal process for recruiting and training parent volunteers.

According to one of the intervention teachers who participated in the focus group, the school principal asked her to plan a cultural diversity night. The principal confirmed that this event was recommended by the district diversity specialist. In speaking with school leaders and staff, audit reviewers found no evidence that school leaders and teachers provide opportunities to celebrate the cultures of its very diverse student population nor the achievements of people of diverse backgrounds. These missed opportunities to celebrate cultural diversity hinder students' chances to learn about world cultures, build more diverse background knowledge, and develop appreciation for the many accomplishments of others.

3.5.3 Recommendations:

Engaging in focused recruiting efforts as well as providing volunteer-training opportunities might inspire more parents to volunteer at the school. As the school has few people of color on staff, a diverse group of parent volunteers could give students more role models of color. The district might assist Arlington Elementary parents to connect with another school that has a high-functioning volunteer group.

Regularly highlight diverse cultures through reading books, stories, and articles across content areas and allowing students to make connections by bringing in artifacts such as pictures, clothing, artwork, or even family members to present to their class. There are many interesting stories about the experiences and achievements of persons from various cultures that would provide interesting stories for language arts, science and social studies. Having children experience art projects, food, games and other activities common to other cultures supports multisensory learning. Children can research persons and events from multiple cultures and write or give presentations about them. Names from many cultures can be used for math word problems. It is particularly important for the school and classroom culture to reflect, acknowledge, and celebrate diversity because there are differences even within ethnic groups and lessons should be structured to reflect student differences. Emphasizing cultural diversity facilitates the process of learning overall by activating students' prior knowledge and helping them assimilate what they learn with what they already know. This helps students feel they are in a safe learning environment and treated fairly. Thus, including cultural diversity positively impacts student learning and could greatly assist Arlington Elementary to reduce their gaps in student achievement.

