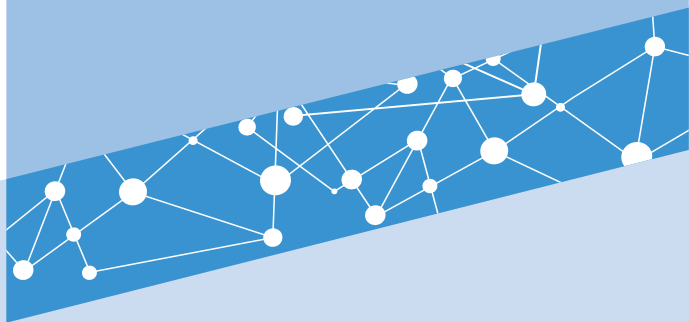**February 19-22, 2018**

AdvancED®
Engagement
Review Report

AdvancED®

AdvancED® Diagnostic Review

Results for:

The Academy @ Shawnee
4001 Herman Street
Louisville, KY 40212

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Introduction

The AdvancED Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes the in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of educators from the fields of practice, research and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

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

Stakeholder Groups	Number
District-level Administrators	2
Building-level Administrators	7
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	15
Certified Staff	14
Non-certified Staff	2
Students	46
Parents	4
Total	90

AdvancED Standards Diagnostic Results

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

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

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

Learning Capacity Domain

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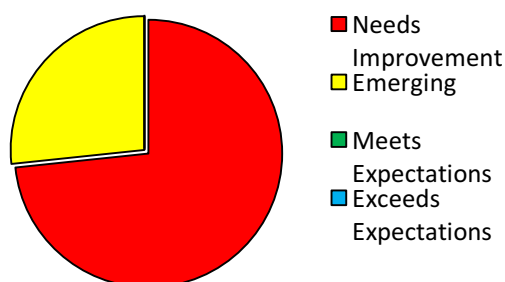
Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement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

Resource Capacity Domain

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

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

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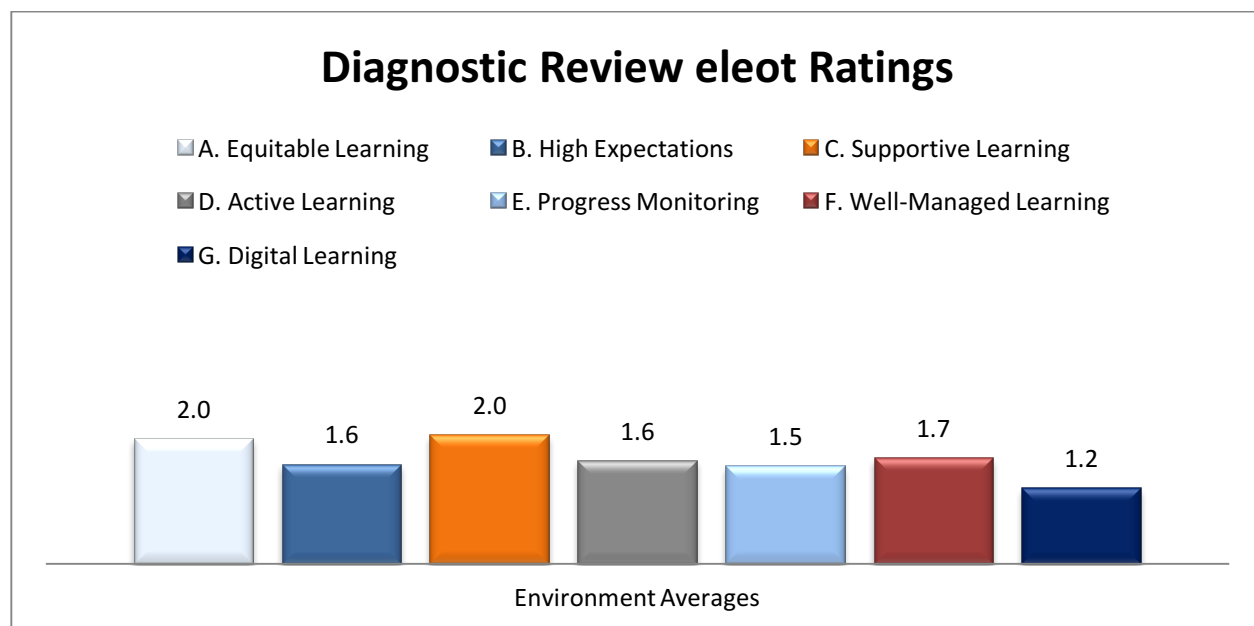

Rating	Number of Standards
Needs Improvement	22
Emerging	8
Meets Expectations	0
Exceeds Expectations	0

Effective Learning Environments Observation Tool® (eleot®) Results

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

Every member of the Diagnostic Review Team is required to be eleot-certified and pass a certification exam that establishes inter-rater reliability. Team members conducted 21 observations with eleot during the Diagnostic Review process, including all learning environments covering core content areas. The following provides the aggregate data across multiple observations for each of the seven learning environments included in eleot.

Diagnostic Review eleot Ratings

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

A	B	C	D	E	F	G
2.0	1.6	2.0	1.6	1.5	1.7	1.2

Environment Averages

A. Equitable Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	71%	29%	0%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	14%	24%	57%	5%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	5%	24%	62%	10%
A4	1.3	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	76%	19%	5%	0%
Overall rating on a 4 point scale:	2.0					

B. High Expectations Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	38%	48%	14%	0%
B2	1.6	Learners engage in activities and learning that are challenging but attainable.	43%	52%	5%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	67%	33%	0%	0%
B4	1.5	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	52%	43%	5%	0%
B5	1.6	Learners take responsibility for and are self-directed in their learning.	52%	38%	10%	0%
Overall rating on a 4 point scale:	1.6					

		C. Supportive Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	**1.7**	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	52%	24%	24%	0%
C2	**1.9**	Learners take risks in learning (without fear of negative feedback).	43%	29%	29%	0%
C3	**2.3**	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	14%	38%	48%	0%
C4	**2.2**	Learners demonstrate a congenial and supportive relationship with their teacher.	29%	33%	29%	10%
Overall rating on a 4 point scale:		**2.0**				

		D. Active Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	**1.9**	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	38%	38%	19%	5%
D2	**1.4**	Learners make connections from content to real-life experiences.	71%	14%	14%	0%
D3	**1.7**	Learners are actively engaged in the learning activities.	48%	38%	14%	0%
D4	**1.5**	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	62%	29%	10%	0%
Overall rating on a 4 point scale:		**1.6**				

		E. Progress Monitoring Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	**1.2**	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	81%	19%	0%	0%
E2	**1.9**	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	29%	52%	19%	0%
E3	**2.0**	Learners demonstrate and/or verbalize understanding of the lesson/content.	29%	48%	24%	0%
E4	**1.1**	Learners understand and/or are able to explain how their work is assessed.	90%	10%	0%	0%
Overall rating on a 4 point scale:		**1.5**				

		F. Well-Managed Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	**2.0**	Learners speak and interact respectfully with teacher(s) and each other.	33%	33%	29%	5%
F2	**1.7**	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	43%	43%	14%	0%
F3	**1.4**	Learners transition smoothly and efficiently from one activity to another.	67%	29%	5%	0%
F4	**1.5**	Learners use classtime purposefully with minimal wasted time or disruptions.	62%	24%	14%	0%
Overall rating on a 4 point scale:		**1.7**				

G. Digital Learning Environment							
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	81%	10%	10%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	86%	10%	5%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	95%	0%	5%	0%
Overall rating on a 4 point scale:	1.2					

eleot Narrative

The Diagnostic Review Team conducted 21 classroom observations, which included all core content classes. The overall ratings ranged from 1.2 to 2.0 on a four-point scale. The Supportive Learning Environment and Equitable Learning Environments were the highest rated, and the lowest rated was the Digital Learning Environment. Classroom observation data suggested the school had not established a systematic continuous improvement process that engaged teachers in planning rigorous, challenging lessons and instructional strategies to improve student learning and teacher professional practices. The overall rating for the High Expectations Learning Environment was 1.6 on a four-point scale, suggesting a need for teachers to implement rigorous instructional strategies and model high expectations for student learning. It was evident/very evident in five percent of classrooms that students engaged in "rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). Instances of students engaged in "activities and learning" that were "challenging but attainable" (B2) were evident/very evident in five percent of classrooms, highlighting a need for school leaders to more carefully create a continuous improvement process that provides teachers with feedback on how to engage students in rigorous classroom activities.

Students who strived to meet or were able to "articulate the high expectations established by themselves and/or the teacher" (B1) were evident/very evident in 14 percent of classrooms. A review of the school's performance data for 2016-2017 revealed that the school had not met any of its proficiency or gap delivery targets, which also aligned with classroom observation data that showed students engaged in "differentiated learning opportunities and/or activities" that met their needs (A1) were evident/very evident in zero percent of classrooms. These results supported a comment made by one teacher, "The bar has been set too low for students." The Diagnostic Review Team identified these as leverage points and encourages the school to differentiate teaching approaches and establish expectations to ensure all students are challenged to learn at high levels.

One concern that emerged was that in a majority of classrooms, students texted and listened to music on their cellphones, which distracted them from being actively engaged in classroom activities. The extent to which learners had "equal access to classroom discussions, activities, resources, technology, and support" (A2) was evident/very evident in 62 percent of classrooms. These results paralleled student Climate & Culture Survey data that revealed

that when asked, "Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?" (C5), 79 out of 225 students chose, "Complete worksheets" and 70 out of 225 students chose, "Work alone," illuminating missed opportunities for students to develop appreciation for differences in cultures, backgrounds and other engaging hands-on activities. Furthermore, it was evident/very evident in five percent of classrooms that students used "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2). It is worthwhile to highlight the importance of students using digital tools and technology to work collaboratively for learning.

The Supportive Learning Environment received a rating of 2.0 on a four-point scale. Instances of students who demonstrated a sense of community that was "positive, cohesive, engaged, and purposeful" (C1) were evident/very evident in 24 percent of classrooms. The Diagnostic Review Team could not confirm the existence of strong positive relationships between students and teachers, underscoring a need for school leaders to more intentionally provide mentoring and coaching programs for teachers about the importance of student-teacher relationships. Positive relationships can improve student outcomes and encourage students to take risks in learning without fear of negative feedback. It was evident/very evident in 39 percent of classrooms that students demonstrated "a congenial and supportive relationship with their teacher" (C4). Comparably, the extent to which learners were "supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks" (C3) was evident/very evident in 48 percent of classrooms.

Interview data showed that classroom walkthroughs were used to ensure teachers adhered to the school wide Self-Discipline, Ownership, positive Attitude and healthy Relationships (SOAR) Classroom Expectation, yet observation data showed instructional effectiveness was not routinely monitored. The lack of focus on instructional improvements was evident in classroom observations. In 14 percent of classrooms, for example, it was evident/very evident that students were "actively engaged in the learning activities" (D3). Also it was evident/very evident in 19 percent of classrooms that students received/responded "to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). These results underscored the need for school leaders to consistently observe classroom practices and provide teachers with tailored feedback to promote meaningful improvements in teaching and learning.

Moreover, the Diagnostic Review Team found little evidence that indicated formative assessment data were used to ensure students understood the content and teachers reinforced strategies to elicit and strengthen student thinking. It was evident/very evident in 24 percent of classrooms that students demonstrated and/or verbalized "understanding of the lesson/content" (E3). Instances in which students used "class time purposefully with minimal wasted time or disruptions" (F4) were evident/very evident in only 14 percent of classrooms.

Interview data revealed that students, generally, were concerned that classroom disruptions interfered with the teaching and learning process. Several students made these assertions, which was summed up in one student's comment, "These kids are disrespectful to teachers, and teachers do not enforce the school rules, because they are afraid of the students," which affirmed why it was evident/very evident that in only 34 percent of classrooms that students spoke and interacted "respectfully with teacher(s) and each other" (F1).

Finally, the Diagnostic Review Team infrequently observed rigorous and high quality work in classrooms. Student performance data did not reveal an established continuous improvement process that encouraged students to take responsibility for their learning (B5), which was evident/very evident in only 10 percent of classrooms. Collectively, these findings showed a need for school leaders to carefully examine the impact of classroom walkthroughs and

provide teachers with meaningful and timely feedback that will result in improved student performance and school effectiveness.

Findings

Improvement Priorities

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

Improvement Priority

Establish, implement and monitor a process to continuously improve student performance and teacher practices. Ensure the process identifies measurable objectives, strategies, activities, timelines and required resources. Use student performance and ongoing classroom observation data to evaluate the effectiveness of the process. Communicate improvement progress to stakeholders. (Standard 1.3)

Evidence:

Student Performance Data

Student performance data, as detailed in an attachment to this report, decreased in overall academic achievement in all content areas from 2015-2016 to 2016-2017. Similarly, the school did not meet any of its proficiency or gap targets in the 2016-2017 school year. The percentage of students who scored proficient/distinguished in writing was 5.2 percent in 2016-2017. The percentage of students who met benchmark in English, math and reading lagged significantly behind state averages. These data suggested the school could benefit by establishing a comprehensive continuous improvement process designed to yield improvements in student performance.

Stakeholder Interview Data

Interview data revealed staff members consistently could not articulate a process for school-wide improvement. Interview data showed that the 30-60-90-day continuous planning process used by previous leaders had been discontinued when the principal was removed. Although interview data revealed that teachers and school leaders developed, posted and elevated the "3 Big Rocks" as a focus for continuous improvement and to propel student achievement, many community members and students could not articulate whether improvements had occurred since implementing the "3 Big Rocks." Teacher interview data, for example, revealed that while teachers were aware of the "3 Big Rocks," they could not articulate a corresponding implementation plan.

Moreover, interview data revealed several staff members noted the school had not established a process to address achievement gaps as exemplified by the comment of one teacher, "There was not a systemic, focused or intentional plan to support students with specific academic needs." Another teacher stated, "We spend a great deal of time teaching vocabulary, because our students come to us reading two to three grade levels below grade expectancy, and it is difficult to teach rigorous content when they can hardly read the content material." Further, interview data showed many staff members expressed concern about student truancy and its impact on student learning.

Although school leaders conducted classroom walkthroughs, interview data revealed teachers inconsistently received feedback to improve instructional practices. In addition, though teachers participated in embedded professional development, new learning had not significantly changed classroom practices. It was evident/very evident in five percent of classrooms, for instance, that students engaged "in rigorous coursework, discussions, and/or tasks" that required the "use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)"

(B4). Further, teacher interview data revealed a lack of professional learning specifically focused on improving instructional practices; rather, recent professional learning addressed Restorative Practice due to many incidents of disruptive behavior. Some students reported class was disrupted often. One student, for example, stated, "Teachers spend a lot of class time correcting behavior." When asked to describe what "good instruction" looked like in a classroom, one teacher responded, "There is no consistent implementation of what good teaching looks like, and the teaching is all over the place."

Documents and Artifacts

A review of documents and artifacts (e.g., Kentucky Department of Education Title I Annual Review of Comprehensive School Improvement Plan) provided by the school revealed that the Comprehensive School Improvement Plan (CSIP) was only partially implemented. Further, the school identified multiple reasons why the continuous improvement process had not improved student achievement, which included lack of teacher experience, student attendance, teacher turnover and reorganization of resources. Classroom observation data confirmed the lack of teacher experience. Observation data, for instance, revealed that instances of students engaged "in activities and learning" that were "challenging but attainable" (B2) were evident/very evident in five percent of classrooms. The Diagnostic Review Team also found little evidence that teachers held students to high expectations, which correlated with the High Expectations Learning Environment rating of 1.6 on a four-point scale.

On the School Quality Factor Diagnostic, the school was asked, "What proportion of learners experience rigorous and challenging tasks, activities, and projects that focus on developing higher order thinking skills and problem-solving?" to which they responded, "Few learners." Similarly, observation data showed it was evident/very evident in five percent of classrooms that students engaged "in rigorous coursework, discussions, and/or tasks" that required the use of "higher order thinking (e.g., analyzing, applying, evaluating, synthesizing" (B4).

Improvement Priority

Create and implement a process to analyze and use formative and summative data to help teachers purposely plan rigorous, challenging instruction and student learning tasks aligned to state standards. School leaders should routinely monitor classroom instruction to ensure the individual learning needs of students are met. (Standard 2.7)

Evidence:

Classroom Observation Data

Observation data, as detailed previously in this report, showed that instances of students engaged "in differentiated learning opportunities and/or activities" that met their needs (A1) were evident/very evident in zero percent of classrooms. In addition, instances of students engaged "in activities and learning" that were "challenging but attainable" (B2) were evident/very evident in five percent of classrooms. Further, it was evident/very evident in 14 percent of classrooms that students were "actively engaged in the learning activities" (D3). The Diagnostic Review Team was concerned that students who received/responded "to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) were evident/very evident in only 19 percent of classrooms. These results illuminated the need for a planning process that ensures teachers analyze and use formative and summative data to make informed instructional decisions that improve student learning.

Stakeholder Interview Data

Interview data revealed that most staff members did not participate in a formal process to analyze student data to determine individual student learning needs. Interview data also showed that classroom walkthroughs and observations infrequently occurred and rarely resulted in specific, immediate teacher feedback to improve instructional practices. When asked, "What evidence supported that teachers personalize instructional strategies and interventions to address individual learning needs of each student?" staff, typically, pointed to individual education plans for targeted populations and to leveled reading texts for students. Interview data, generally, revealed a lack of emphasis on the learning needs of each student. Both school and district leaders agreed that teachers were exposed to data during their professional learning community (PLC) meetings, but using data to drive instructional practices was not an established process.

Documents and Artifacts

A review of the 2017-2018 Leadership Assessment/Diagnostic Review Addendum revealed the school made little progress in using common formative assessment data to inform instructional next steps. Further, the school made inadequate progress in the development of an instructional process that ensured teachers personalized student learning tasks. In addition, few teachers intentionally designed intervention to address the individual academic needs of students.

Additionally, the School Quality Factor report indicated that some teachers "demonstrated the impact of instruction" through formative, summative and/or other outcome data; however, interview data showed many staff members questioned whether this practice was routine and embedded in the school practices. Interview data also showed that some instructional staff monitored and evaluated the impact of instruction on student engagement, outcomes and overall success; however, the school scored this process, "Partially embedded." The School Quality Factor report also revealed that few learners engaged in rigorous and challenging tasks, activities and projects that focused on developing higher order thinking and problem solving skills. Of particular concern to the Diagnostic Review Team was that the report revealed that "few" actions, words and attitudes by staff members demonstrated their belief that all learners could meet high standards.

A review of the Title I Needs Assessment report showed that data were used to determine the professional development needs of staff, which included project based learning and Response to Intervention strategies designed to "assist teachers with providing highly effective instruction." Conversely, classroom observation data revealed that students who collaborated with their peers to "accomplish/complete projects, activities, tasks and/or assignments" (D4) were evident/very evident in 10 percent of classrooms, and students who received/responded to "feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) were evident/very evident in 19 percent of classrooms.

Improvement Priority

Develop and implement a documented process to actively recruit, attract and retain qualified teachers who are invested in the school's purpose and direction. Provide induction, mentoring and coaching programs that equip all staff members with the knowledge and skills necessary to improve student outcomes and instructional effectiveness. (Standard 3.3, 3.4)

Evidence:

Stakeholder Interview Data

Interview data revealed that administrators had not designed or implemented induction, mentoring and coaching programs to ensure all staff members had the knowledge and skills necessary to improve student outcomes. Although the administrative team espoused the belief that teachers were supported through embedded professional development, classroom walkthroughs and coaching sessions, interview data revealed that classroom walkthroughs and observations occurred sporadically, coaching sessions infrequently and intentional follow-up inconsistently. Interview data revealed a general perception that the school district needed to address the issue of teacher turnover. Interview data also indicated that only minimal professional learning was provided to new teachers to acclimate them to school processes, programs and initiatives. Interview data with all stakeholder groups, generally, identified teacher retention as problematic, and many staff members reported that it was difficult to build relationships in a school with high staff turnover. Finally, interview data showed many students reported that their teachers did not care about them. One student spoke for many with the comments, "We don't feel like teachers care about us; they put us down and they leave all the time" and "Teachers leave, because they aren't supported."

Stakeholder Perspective/Experience Data

Climate and Culture Survey data revealed when asked to describe what they thought of their teachers, 35 of 225 students responded, "Inconsistent." Similarly, classroom observation data revealed that it was evident/very evident in 39 percent of classrooms that students demonstrated "a congenial and supportive relationship with their teacher" (C4).

A review of the Climate & Culture Staff Survey indicated a level of mistrust existed among staff members and between staff and students. When asked to describe their interactions with their colleagues, only two of 31 staff members responded that interactions were trusting. Similarly, classroom observation data revealed that it was evident/very evident in 29 percent of classrooms that students took "risks in learning (without fear of negative feedback)" (C2). Additionally, Teacher Inventory data showed that administrative feedback regarding professional practices (E6) was inconsistent as eight of 32 respondents reported that they received feedback, "Frequent and regularly." Similarly, 12 of 32 teachers indicated that they had access to induction, mentoring and coaching programs designed to meet individual learning needs (E2).

Documents and Artifacts

A review of the presentation provided by the principal revealed that the administrative team recognized that staff (faculty, staff, administrators) turnover needed to be improved. Administrators shared that the current staff attrition rate was 30 percent, and staff retention had remained consistently low over the past several years. Moreover, interview data showed that most stakeholders concurred and pointed to student performance results as proof. Indeed many students had significant deficiencies on all End of Course tests as compared to their peers across the district and state.

A review of the Teaching, Empowering, Leading and Learning (TELL) Survey results showed that 37 percent of staff members reported they were supported by administrators. In addition, 48 percent of staff members reported that professional learning was deepening teacher content knowledge, and 39 percent of teachers reported that professional learning was evaluated and communicated. Finally, a review of the Comprehensive School Improvement Plan (CSIP) provided little evidence of an intentional induction or mentoring program to support inexperienced and struggling teachers.

Conclusion Narrative

Strengths:

The school served approximately 450 students in grades nine through 12. While the school was located in the heart of the west end community that had a high crime rate, an economically depressed environment and boarded up homes, the school had a rich history. At the helm of the school were two retired principals who assumed the role of co-principals when the school leader was removed in October of 2017. Further, the diversity of the school and its programs could serve as a beacon of hope in the community if the school fully achieved its potential. The school was known for its academies and pathways that included Flight and Aeronautics, Interactive Media Arts, Manufacturing, Engineering Technology, Navy Junior Reserve Officers Training Corps (JROTC), Health Sciences and Project Lead the Way. Many students chose to attend the school because of its aviation program. When asked by students why they attended the school, overwhelmingly their responses referenced the school's aviation program and the leadership of the previous aviation instructor. The Diagnostic Review Team noted that the school could benefit from investing in and marketing its aviation program. In 2016, the school won first place in the National Air and Space Education Institute's Flight Challenge Team competition.

The mission of the school was to recognize that every Eagle had the unlimited potential to become innovative, dynamic and skilled with the successful completion of a chosen career pathway. The newly created school vision was SOAR!!!! "Every Eagle, Every Day." The Diagnostic Review Team observed students were articulate and could clearly describe their concerns with great insight. In addition, interview data revealed that students longed for highly effective teachers who would remain at the school long-term. During an interview, one student commented, "If I could change one thing at my school, I would change the teachers' dedication and commitment to students. When we get good teachers, they don't stay because they are not supported." In addition, another student stated, "I don't feel like we are being prepared for college." And, finally, a student who received a high score on his ACT attributed his score to his parents and to one good math teacher who no longer taught at the school.

School leaders described their new walkthrough process that included leaders observing in classrooms to ensure teachers implemented classroom expectations and provided students with engaging learning tasks; however, classroom observation data revealed that students rarely engaged in challenging and rigorous activities and coursework. Interview data also showed one teacher stated, "Administration does walkthroughs, but they aren't regular or consistent; just general feedback but nothing teacher specific." The Diagnostic Review Team noted the lack of consistency throughout the building related to teacher implementation of new initiatives. One teacher shared, "Things are haphazardly rolled out; therefore, they aren't successfully implemented. Then they are dropped."

Another strength of the school was its comprehensive system of partners (e.g., Academies of Louisville Model, United Parcel Service, D.D. Williamson, Ninth Grade Academy, Google Fiber, Trilogy Healthcare, Upward Bound, Men of Quality, Big Brother/Big Sister, Jobs for American Graduates) that provided support for the academic, social and emotional needs of students. The school also had a behavior coach, mental health counselors and the Cardinal Success Counseling program to support the mental and behavioral needs of children. Nevertheless, interview data showed some partners expressed frustration with the school's lack of organization and inability to nurture relationships with partners. Further, the Diagnostic Review Team observed the Men of Quality program, which bolstered black males' self-esteem and assisted African American males increase civic awareness through service-learning experiences.

Finally, district leadership had provided support to improve the instructional and organizational effectiveness of the school. For example, the school was provided literacy, math and behavior and academy coaches. In addition, the school was assigned goal clarity coaches. Although these supports were available, the school had not defined their roles or used their talents to profoundly and positively impact student growth and nurture a culture of high expectations.

Continuous Improvement Planning Process:

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

While the school leadership team had attempted to engage in a continuous improvement planning process, evidence suggested that the school had not established a systemic process that improved student performance and school effectiveness. Student performance data decreased as evidenced by the percentage of students who scored proficient/distinguished from 2015-2016 to 2016-2017. Further, the school did not meet any of its proficiency or gap delivery targets in 2016-2017. Moreover, the percentage of students who met benchmark in English, math and reading lagged significantly behind other schools across the state. Interview data, and a review of the principal presentation showed that rather than making progress in academic achievement, the school had regressed.

As part of the continuous improvement process, the school identified and developed "3 Big Rocks" to address instructional and organizational effectiveness. Interview data showed that teachers, generally, knew the "3 Big Rocks"; however, they could not articulate an implementation plan designed to accomplish the "3 Big Rock" goals. The school could benefit from adopting and analyzing data from a variety of sources and using findings to develop strategic goals and monitor progress.

The principal shared the The Academy @ Shawnee Classroom Expectations during the principal presentation. According to the principal, these were created to improve classroom instructional practices and expectations. Teachers were expected to post student-friendly learning targets, maintain an agenda located in a visible place, provide an opening activity at the beginning of each class period, take attendance within the first ten minutes of class, teach bell-to-bell, design a closing activity, assign homework and have lesson plans easily accessible. However, conspicuously lacking in these classroom expectations was a plan for teachers to implement high yield, rigorous instructional practices/student learning tasks and formative assessments to monitor student progress. Further, classroom observation data revealed that instances of students engaged "in differentiated learning opportunities and/or activities" that met their needs, (A1) were evident/very evident in zero percent of classrooms. Comparably, it was evident/very evident in only five percent of classrooms that students engaged "in activities and learning" that were "challenging but attainable," and "in rigorous coursework, discussions, and/or tasks" that required students to use higher order thinking (B4). These findings confirmed that school leaders should carefully examine the extent to which classroom instruction consistently engages students in meaningful learning activities and results in

achievement of learning expectations. Although the school reported plans to build a continuous improvement process that included gathering input from a variety of stakeholders, engaging stakeholder in face-to-face conversations to solicit feedback and direction and embedding a communication system to keep stakeholders involved in the process, the Diagnostic Review Team located little evidence of a formal improvement process implemented with fidelity. A review of school documents indicated that the school would "utilize the SBDM Advisory Council as a feedback loop process partner to get input and monitor feedback from the focus groups," yet, according to school leaders, the Advisory Council rarely met. In fact, interview data showed, for all practical purposes, the Advisory Council was a nonfactor in the school's improvement efforts. School leaders are encouraged to build rapport with parents and secure additional teacher leaders and parents to serve on the Advisory Council, thereby creating a cohesive partnership of informed Advisory Council members who collaborate in support of the school's purpose and direction.

Interview data showed most staff members viewed the lack of consistent and effective school leadership as a reason the school had not made academic progress. Teacher and staff interview data also revealed having multiple principals over the past eight years had resulted in abandoned goals and a new focus with each new leader. At one point, for example, the school had initiated and implemented "The Fundamental Five" program, but when a new principal was hired, this program was abandoned. These results highlighted a need for district leaders to strategically select a new long-term, effective principal who has a "heart" for the children, staff and community and who understands the importance of creating a collective sense of accountability, ownership and responsibility for the success of the school.

Additionally, interview data showed teachers, staff members and administrators reasoned that teacher turnover created a barrier to school success. TELL Survey data revealed that only 44 percent of teachers reported, "Overall, my school is a good place to work and learn." Comparatively, Student Survey data disclosed that 82 of 225 respondents chose the word, "Rowdy," to describe their experiences in class. During classroom observations, the Diagnostic Review Team noted that student misbehavior frequently impeded instructional momentum and disrupted learning. Such distractions appeared to create high stress levels for teachers and administrators. With teachers constantly leaving this school for various reasons and few staff members having more than five years of experience, students and staff claimed these factors created instability that inhibited the progress of plans, development of relationships and advancement of academic achievement.

Little evidence supported that decision-making was based on data that informed planning, instruction and professional learning for teachers. While the school had a variety of data sources, interview data showed teachers and support staff members, typically, were not comfortable using data to modify instruction or meet the individual needs of students. Many staff members had little formal training in analyzing data to inform instructional decisions. Further, the principal presentation revealed that teachers had only recently (i.e., January 2018) started meeting in course-specific professional learning communities to improve instruction, curriculum and assessment practices. Teachers rarely used data to identify barriers to student learning or to modify instruction or curriculum. The collection and analysis of data can provide teachers with information to help them understand student needs, group students based on those needs and design lesson plans to ensure student needs are met.

Finally, securing an effective, dynamic leader is a critical next step for the school. Also hiring, training and retaining qualified, professional staff members is encouraged as a way to stabilize and improve the school's culture and climate and ensure staff members can implement school initiatives. Staff members are encouraged to develop meaningful relationships with students, which could significantly and positively impact student achievement. A more stable school staff could provide the foundation by which a genuine school community could develop and collectively

implement a comprehensive improvement planning process to attain school goals. Currently, limited time is spent on planning and implementing school improvement. Finally, the school could benefit from realigning human, fiscal and material resources to support identified goals, strategies and activities that address school improvement.

Next Steps

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

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

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

Team Member Name	Brief Biography
Dr. Margaret Gilmore	Dr. Margaret Gilmore serves as a District Leadership Transformation Coach for South Carolina Department of Education. She has over 34 years of experience in education and is successful in building the capacity of school/district leaders in fostering a culture that supports challenging and equitable learning experiences for all students. She has served as an administrator in numerous leadership roles. In her role assistant chief academic officer for Shelby County School District, she was responsible for the daily, effective and efficient delivery of instructional programs and assisted in providing direct oversight of curriculum, instruction and school improvement initiatives. Additionally, Dr. Gilmore is an instructional supervisor/manager of curriculum and instruction for Shelby County Schools. She served as a Lead Evaluator for numerous accreditation external reviews in Tennessee. Dr. Gilmore has also served as accreditation coordinator, improvement planning coordinator and charter school supervisor. She served on Tennessee AdvancED Council Board and was awarded Tennessee Excellence in Education Award. Dr. Gilmore holds a Doctorate in Educational Leadership and Policy Studies from University of Memphis.
Sam Watkins	Sam Watkins is currently in his 33rd year of serving students in Kentucky. He has served in the capacity of teacher, assistant principal, athletic director, principal, director of district-wide programs and Education Recovery Leader. Mr. Watkins earned his bachelor's degree in teaching at Eastern Kentucky University as well as his master's degree in business administration. He currently is working with focus districts across the state of Kentucky to improve student academic performance.
Debra Reed	Debra Reed is an Education Recovery Leader for the Kentucky Department of Education. Her primary goal is to improve student achievement by building leadership capacity in administration and teachers, improving instructional practices within the classroom and creating sustainable systems to ensure future student success. Mrs. Reed completed her master's degree in secondary English education at Eastern Kentucky University. She holds professional certificates in school superintendent and supervisor of instruction and a statement of eligibility in instructional leadership. She is also a National Board Certified teacher. Mrs. Reed has experience as a Highly Skilled Educator and high school English teacher.
Mike York	Mr. York has been serving since 2012 as an Effectiveness Coach for the Kentucky Department of Education (KDE), focusing his work on instructional strategies in literacy and mathematics, teacher leadership and professional learning. Prior to working for the KDE, Mr. York worked for the Madison County Board of Education for eight years in various capacities, including secondary math and science instruction, professional learning and instructional coaching at the district level. He also taught for the United States Department of Defense Education Activity at RAF High Wycombe in England for fourteen years. He holds a master's degree in education management from Oxford Brookes University (Oxford, England) and a bachelor's degree in mathematics and physical science teaching from Eastern Kentucky University.

Team Member Name	Brief Biography
Amanda Heaton	Mrs. Amanda Heaton has served as the assistant principal of Montgomery County Intermediate School in Mt. Sterling, Kentucky for the past four years. Prior to taking an administrative position, Mrs. Heaton served as a classroom teacher in Fayette County for seven years. Mrs. Heaton earned a bachelor's degree in elementary education and a master's degree in school administration from Morehead State University in Morehead, Kentucky.

Student Performance Data

School Name: The Academy @Shawnee

I. <u>School and Student Performance Results</u>

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

Content Area	%P/D School (15-16)	%P/D State (15-16)	%P/D School (16-17)	%P/D State (16-17)
English II	28.5	56.5	28.4	55.8
Algebra II	17.7	42.3	11.9	38.1
Biology	12.7	37.6	12.1	41.2
U.S. History	36.4	59.2	19.8	57.5
Writing	12.5	43.5	5.2	58.5

<u>Delta</u>

- All content areas declined in the percentage of students scoring proficient/distinguished from the 15-16 school year to the 16-17 school year.
- The percentage of students scoring proficient/distinguished lagged significantly behind the percentage of students scoring proficient/distinguished across the state.
- The percentage of students scoring proficient/distinguished in writing was 5.2%.

II. <u>School Achievement of Proficiency and Gap Delivery Targets (2016-2017)</u>

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	43.0	20.6	No	41.4	18.9	No
Reading	48.2	29.1	No	46.4	24.8	No
Math	37.8	12.0	No	36.4	13.0	No
Science	40.9	12.5	No	38.8	13.3	No
Social Studies	38.8	19.3	No	36.4	15.6	No
Writing	48.3	5.2	No	46.8	5.4	No

Plus

<u>Delta</u>

- The school did not meet any of their proficiency targets nor any of their gap targets for the 16-17 school year.
- Writing had the lowest scores of any content area with the percentage of students scoring proficient/distinguished hovering at the five percent mark.

III. **Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2015-2016, 2016-2017)**

Content Area	Percentage School (15-16)	Percentage State (15-16)	Percentage School (16-17)	Percentage State (16-17)
English	15.9	54.3	16.2	55.8
Math	17.7	39.7	8.6	43.7
Reading	19.5	49.2	26.7	53.2

Plus

- The percentage of students meeting benchmark in English increased from 15.9 percent in the 15-16 school year to 16.2 percent in the 16-17 school year.
- The percentage of students meeting benchmark in Reading increased from 19.5 percent in the 15-16 school year to 26.7 percent in the 16-17 school year.

Delta

- The percentage of students meeting benchmark in English, math and reading lag significantly behind the percentage of students meeting benchmark in the same content areas across the state.
- Only 8.6 percent of students met benchmark in Math.

IV. **School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2016-2017)**

Delivery Target Type	Delivery Target (School)	Actual Score T(School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	56.1	31.0	65.6	No
Graduation Rate (for 4-year adjusted cohort)	79.2	69.6	89.7	No

Plus

Delta

- The school did not meet its College and Career Readiness delivery target for the 16-17 school year.
- The school did not meet its delivery target for Graduation Rate for the 16-17 school year.

V. **Advance Placement Data (2016-2017)**

	Number Test Takers			Number exams Taken			Number of Exams with Scores 3-5			Percent of Exams with Scores 3-5		
All Students	School	District	State	School	District	State	School	District	State	School	District	State
	138	6928	32192	192	11123	51637	6	5181	25670	3.13	46.58	49.71
Non-Duplicated Gap	School	District	State	School	District	State	School	District	State	School	District	State
	114	3239	11252	158	4811	16820	4	1454	5870	2.53	30.22	34.9

Plus

Delta

- 3.13 percent of Advance Placement Exams taken by students at the school obtained scores in the 3-5 range.
- 2.53 percent of Advance Placement Exams taken by students in the non-duplicated gap group obtained scores in the 3-5 range.

Schedule

Monday, February 19, 2018

Time	Event	Where	Who
4:00 p.m.	Orientation & Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:15 p.m.	Principal's Overview Presentation	Hotel Conference Room	Diagnostic Review Team Members
6:25 p.m. – 8:25 p.m.	Team Work Session #1 • Review and discuss student performance data, stakeholder perception/experience data, School Quality Factors Evidence, documents and artifacts provided by the institution • Determine interview questions, review Tuesday's schedule, overview of eleot® schedule • Discuss Diagnostic Review logistics • Discuss the Leadership, Learning & Resource Diagnostic Questions	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 20, 2018

Time	Event	Where	Who
7:10 a.m.	Team arrives at school and sets up in workroom	School office	Diagnostic Review Team Members
7:40 a.m. – 9:00 a.m.	Classroom observations and stakeholder interviews	School	Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews	School	Diagnostic Review Team Members
11:30 a.m.– 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	School	
11:45 a.m. – 3:00 p.m.	Continued classroom observations & stakeholder interviews	School	Diagnostic Review Team Members
3:00 p.m. – 5:00 p.m.	Team returns to hotel (after dismissal) (Dinner on their own)		
5:00 p.m. – 9:00 p.m.	Team Work Session #2 • Tabulate classroom observation data from Day #1 • Review eleot™ observations & results • Reflect on data, observations, and interviews • Discuss & determine potential Improvement Priorities with data points to support each one • Discuss the Leadership, Learning & Resource Diagnostic Questions • Team Members and Lead Evaluator draft Improvement Priorities. • Prepare for Day 3	Hotel conference room	Diagnostic Review Team Members

Wednesday, February 21, 2018

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School	Diagnostic Review Team
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations	School	Diagnostic Review Team
11:30 a.m.– 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	School	Diagnostic Review Team
12:30–3:00 p.m.	Continue interviews and artifact review, conduct classroom observations	School	Diagnostic Review Team
3:00 p.m. – 5:00 p.m.	Team returns to hotel (after dismissal) and has dinner on their own		
5:00 p.m. – 9:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) • Review findings from the day • Tabulate and review final eleot Learning Environment ratings • Team Members determine final ratings for all indicators • Reflections • Review eleot™ observation results • Review documents and artifacts • Finalize Improvement Priorities	Hotel Conference Room	Diagnostic Review Team Members

Thursday, February 22, 2018

Time	Event	Where	Who
7:30 a.m. – 11:00 a.m.	Final Team Work Session Team Members review all components of the Diagnostic Review Team's findings including: • Final ratings for standards • Coherency and accuracy of the Improvement Priorities • Detailed evidence for all of the findings • eleot summary statements	School	Diagnostic Review Team Members

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.