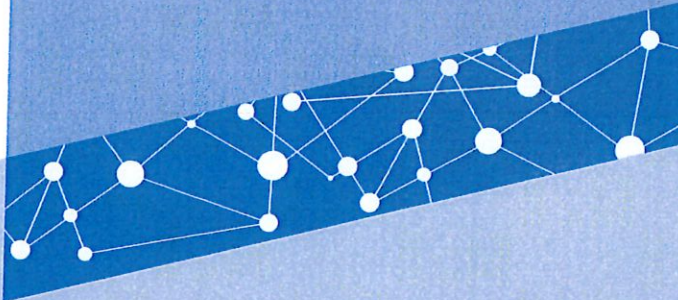**February 4–7, 2019**

AdvancED® Engagement Review Report

AdvancED®

AdvancED® Diagnostic Review

Results for: Dawson Springs Elementary School

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-level Administrators	3
Building-level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	2
Certified Staff	12
Non-certified Staff	10
Students	46
Parents	17
Total	92

AdvancED Standards Diagnostic Results

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

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Needs Improvement
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Needs Improvement
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
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Needs Improvement
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Needs Improvement
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.
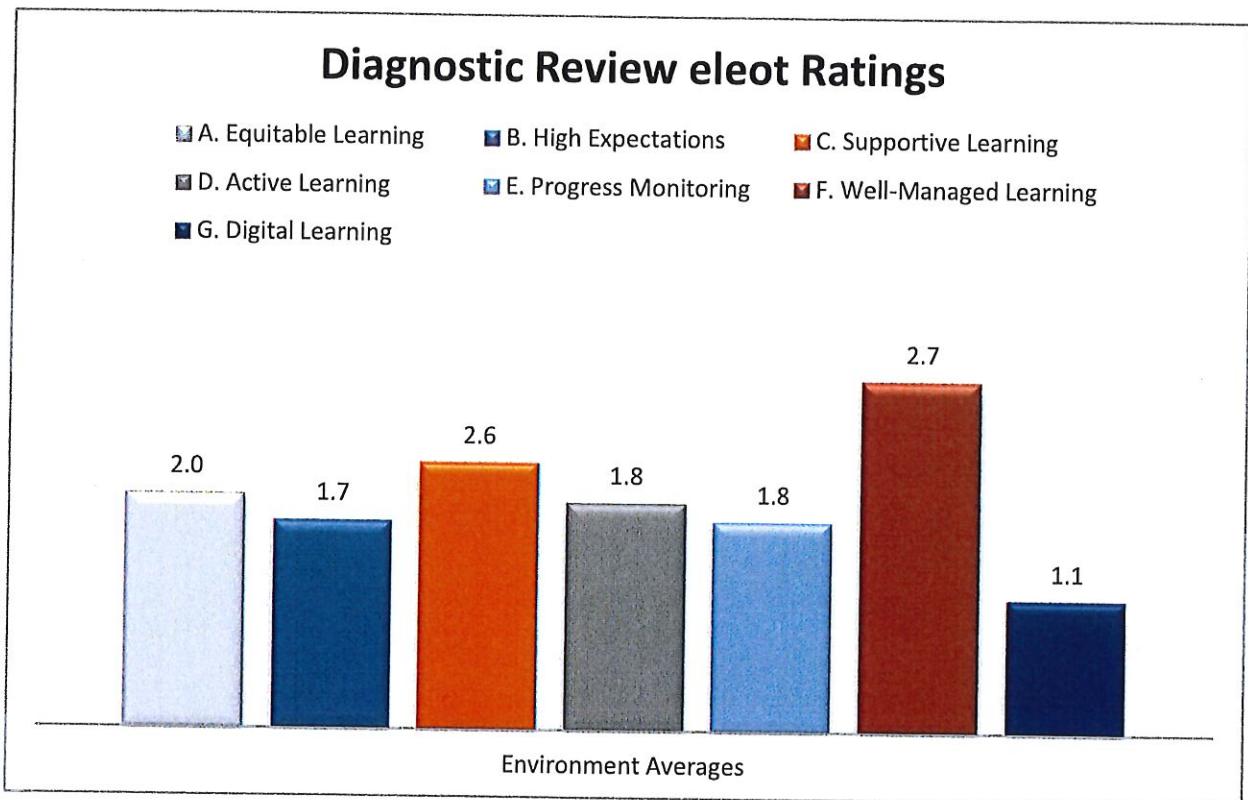
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner 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
3.7	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

Effective Learning Environments Observation Tool® (eleot®) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 14 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.

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

Environment	Average
A. Equitable Learning	2.0
B. High Expectations	1.7
C. Supportive Learning	2.6
D. Active Learning	1.8
E. Progress Monitoring	1.8
F. Well-Managed Learning	2.7
G. Digital Learning	1.1

Environment Averages

A. Equitable Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	79%	21%	0%	0%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	7%	50%	43%	0%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	14%	86%	0%
A4	1.6	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.	50%	43%	7%	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	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	43%	57%	0%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	14%	57%	29%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	71%	29%	0%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	29%	64%	7%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	43%	29%	29%	0%
Overall rating on a 4 point scale:		1.7				

C. Supportive Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	7%	43%	50%	0%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	0%	57%	43%	0%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	29%	71%	0%
C4	2.8	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	21%	79%	0%
Overall rating on a 4 point scale:		2.6				

D. Active Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	21%	57%	21%	0%
D2	1.5	Learners make connections from content to real-life experiences.	50%	50%	0%	0%
D3	2.4	Learners are actively engaged in the learning activities.	7%	50%	43%	0%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	57%	36%	7%	0%
Overall rating on a 4 point scale:		1.8				

E. Progress Monitoring Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	57%	29%	14%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	7%	57%	36%	0%
E3	1.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	43%	57%	0%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	50%	43%	7%	0%
Overall rating on a 4 point scale:		1.8				

F. Well-Managed Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	0%	14%	79%	7%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	14%	79%	7%
F3	2.5	Learners transition smoothly and efficiently from one activity to another.	21%	14%	57%	7%
F4	2.6	Learners use class time purposefully with minimal wasted time or disruptions.	7%	21%	71%	0%
Overall rating on a 4 point scale:		2.7				

		G. Digital Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	100%	0%	0%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	86%	7%	7%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4 point scale:		**1.1**				

eleot Narrative

The Diagnostic Review Team conducted 14 classroom observations, including all core academic classes. While the team identified several strengths, those found in the Well-Managed Learning Environment, which was rated 2.7 on a four-point scale, emerged as the strongest. Generally, students were compliant, respectful, and obedient in their behaviors. For example, students who "speak and interact respectfully with teacher(s) and each other" (F1) and "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others" (F2) were evident/very evident in 86 percent of classrooms. Also, the team noted that interactions between students and teachers were respectful. Instances of students who were "treated in a fair, clear, and consistent manner" (A3) were evident/very evident in 86 percent of classrooms. Additionally, it was evident/very evident in 79 percent of classrooms that students "demonstrate a congenial and supportive relationship with their teacher" (C4). Collectively, these data indicated students were well-behaved and respectful to adults and each other.

Conversely, the Diagnostic Review Team found a lack of academic rigor in most classrooms. It was evident/very evident in zero percent of classrooms that "Learners demonstrate and/or are able to describe high quality work" (B3). Additionally, it was evident/very evident in zero percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1). In 29 percent of classrooms, students who "engage in activities and learning that are challenging but attainable" (B2) were evident/very evident.

Differentiated instruction was another area that concerned the team. In zero percent of classrooms, it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1). In many cases, learners could not articulate to team members what constituted proficient work, as it was evident/very evident in seven percent of classrooms that "Learners understand and/or are able to explain how their work is assessed" (E4). Also, it was evident/very evident that learners "demonstrate and/or verbalize understanding of the lesson/content" (E3) in zero percent of classrooms.

Finally, the Digital Learning Environment earned the lowest overall average rating with a 1.1 on the four-point scale. Students rarely used digital tools or technology for learning. For example, in zero percent of classrooms, it was evident/very evident that learners used technology to "gather, evaluate, and/or use information for learning" (G1) or "communicate and work collaboratively for learning" (G3). In addition, instances of students who used

technology to "conduct research, solve problems, and/or create original works for learning" (G2) were evident/very evident in seven percent of classrooms.

Collectively, these findings could serve as levers for school leaders to develop systems to improve schoolwide instructional capacity. The Diagnostic Review Team suggests school leaders carefully consider each item in all seven learning environments and identify ways to immediately improve instructional practices.

Findings

Improvement Priorities

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

Improvement Priority #1

Develop, implement, and monitor a continuous improvement process that seamlessly integrates initiatives, programs, and services with school improvement components (e.g., specific goals, strategies, activities). Include the use of multiple sources of data (e.g., student achievement, noncognitive, perception, experience, organizational) to measure incremental progress toward achieving goals and adjust the process as needed. (Standard 1.3)

Evidence:

Student Performance Data:

The student performance data for Dawson Springs Elementary School, as detailed in an addendum to this report, showed that students scored below the state average in all content areas (i.e., reading, math, science, social studies, and writing) on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment for two consecutive years. The percentage of fourth-grade students scoring Proficient/Distinguished increased in math (from 25 to 42.9) and reading (from 29.2 to 40.5) from 2016-2017 to 2017-2018. Of particular concern to the Diagnostic Review Team was the decrease in third-grade math (from 33.3 to 28.6 percent) and reading (from 40 to 36.7 percent) from 2016-2017 to 2017-2018. The percentage of fifth-grade students scoring Proficient/Distinguished declined significantly (from 35.1 to 17 percent) in math and decreased by nearly six percentage points in social studies from 2016-2017 to 2017-2018. In sixth-grade reading, there was a decrease of nearly 16 percentage points from 2016-2017 to 2017-2018. Students with Disabilities having IEPs scored 20.7 percentage points lower than All Students in math. The team noted concerns in the Student Growth Index performance. Student data indicated student growth in math was 2.8 points below the state index and 5.1 points below the state index in reading in 2017-2018. The overall Student Growth Indicator was 2.5 points below the State Student Growth Indicator in 2017-2018.

Stakeholder Interview Data:

The interview data suggested that continuous improvement efforts were in the initial stage of implementation. A district curriculum specialist was employed in November 2016 to assist the principal. The specialist had a 100-day contract and worked solely with the teachers and leadership at Dawson Springs Elementary. The curriculum specialist assisted in the implementation of Reading Mastery in kindergarten through third grade and i-Ready in kindergarten through sixth grade. Teachers reported that i-Ready assessment results showed that students were growing academically in both reading and math. Interview and observation data revealed that K-3 teachers were implementing Reading Mastery with fidelity and using i-Ready assessments for placement of students in intervention and for designing instruction aligned with the level of students' reading and math readiness. The Diagnostic Review Team was concerned with the lack of curriculum for core instruction (Tier 1) and for students identified as gifted and talented. According to the interview data, Journeys is the core reading program used in fourth and sixth grades. Interview data indicated that the school had no specific reading program for fifth-grade students. Teachers currently use the 2007 edition of Harcourt Trophies for reading and Saxon for math in grades three through six. Most teachers reported that Saxon Math was increasing student learning.

The interview data indicated that student data were collected and discussed during data chats. The Diagnostic Review Team was concerned with the way in which data were used to guide instructional designs and modifications and to meet student learning needs.

The interview data suggested that the principal was supportive of teachers and that parents liked the principal and expressed confidence in her performance. The data revealed that the principal focused on school improvement. Some stakeholders indicated that staff members had been resistant to implement initiatives for school improvement. Several stakeholders expressed concern that non-negotiables were not being implemented by all staff members, and they reported a lack of accountability for those who did not follow directives, such as implementing the non-negotiables. Many stakeholders shared that the direction and focus of school leadership improved within the last year; however, they also said the principal was not holding all teachers accountable, which was corroborated by the interview data related to school leadership. Statements such as "The principal needs to be sterner," "The principal needs to step up," and "The principal needs to follow through" were common themes expressed during interviews. The interview data indicated the principal was reactive, rather than proactive, in the area of staff supervision and accountability. Finally, the data also indicated communication between the district and school had room for improvement.

Stakeholder Perception/Experience Data:
The stakeholder survey data indicated 78 percent of staff members agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth" (C5). Seventy-six percent of staff members agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing, and using data" (G3). However, 51 percent of staff members agreed/strongly agreed that "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data" (G4). Parent survey data showed that 80 percent of parents agreed/strongly agreed that "Our school has established goals and a plan for improving student learning" (C3).

Documents and Artifacts:
A review of the 2018-2019 Dawson Springs Elementary School Comprehensive School Improvement Plan revealed an improvement goal (i.e., to increase reading and math for all students in non-duplicate gap groups from 28.8% in 2017 to 67.5% in 2018-2019, as measured by K-PREP Assessment). Also, actions and strategies were listed: facilitating data chats, monitoring classroom progress, scheduling Response to Intervention (RTI) instruction, and using improved instructional materials. A review of documents indicated that leadership reported that the school was not performing well in reading and math. As previously discussed, leadership, with assistance from the curriculum and instruction coach, restructured the reading and math classes. A concern of the Diagnostic Review Team was that the Reading Mastery program was used for all tiers of instruction. Another concern was Tier 3 instruction was implemented solely by instructional assistants instead of certified teachers.

Leadership reported that weekly professional learning community (PLC) meetings were focused on student achievement data. However, a review of PLC meeting minutes revealed student achievement typically was not the focus. The leadership recently began classroom observations called "walkabouts." In addition, the leadership team indicated data from the observations will be used to help improve instructional practices in the classroom, but this practice has not been systematically implemented.

Improvement Priority #2

Develop and implement a vertically and horizontally aligned curriculum based on Kentucky Academic Standards. Ensure high academic expectations are embedded in the curriculum and implemented with fidelity across all grade levels and content areas. Develop and implement a monitoring process to ensure instruction yields high levels of student performance. (Standard 2.5)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated the school performed below the state average in all content areas (i.e., reading, math, science, social studies, writing) for two consecutive years on the Kentucky Performance Rating for Educational Progress (K-PREP) test. The student performance data were among the data considered for identifying Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as previously discussed, suggested most instruction lacked rigor and was not at the appropriate depth-of-knowledge level. In addition, the team observed low academic expectations in most classrooms. Students were rarely provided opportunities to think critically or engage in high-quality learning tasks. During the observations, it was evident/very evident that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1) in zero percent of classrooms. Instances of students "engaged in activities and learning that are challenging but attainable" (B2) were evident/very evident in 29 percent of classrooms. It was evident/very evident in 29 percent of classrooms that "Learners take responsibility and are self-directed in their learning" (B5), as shown by the observation data. Additionally, it was evident/very evident in zero percent of classrooms that "Learners demonstrate and/or are able to describe high quality work" (B3).

Classroom observation data also raised a concern of the Diagnostic Review Team about progress monitoring student learning. It was evident/very evident in seven percent of classrooms that "Students understand and know how their work is assessed" (E4), and it was evident/very evident in 14 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored' (E1).

Stakeholder Interview Data:

The stakeholder interview data revealed that Reading Mastery was used as the core instruction in kindergarten through third-grade reading, Journeys in fourth- and sixth-grade reading, and Trophies (2007) in fifth-grade reading. Saxon Math was used as the math curriculum at all grade levels. One concern emerging from interview data was that stakeholders reported a lack of comprehension skills taught with Reading Mastery. Additionally, one teacher commented, "Higher [performing] students are not being challenged," which was a concern expressed by many stakeholders. The Diagnostic Review Team found no evidence of pacing guides (except those printed from other schools), district curriculum, or common assessments. Finally, interview data showed many parents expressed concern about the lack of textbooks available for students to take home. Many parents wanted textbooks so that they would be better equipped to assist their child with homework assignments or to help them teach their child those concepts or skills not mastered at school.

Stakeholder Perception/Experience Data:

The staff survey data indicated that 73 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance" (E5). Fifty-nine percent of staff members agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning" (E6), and 65 percent of staff

members agreed/strongly agreed that "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum" (E7).

The parent survey data revealed that 85 percent agreed/strongly agreed that "My child knows the expectations for learning in all classes" (E10), and 79 percent agreed/strongly agreed that "My child is given multiple assessments to measure his/her understanding of what was taught" (E12).

Documents and Artifacts:

A review of documents and artifacts revealed the lack of pacing guides and a schoolwide district curriculum. District attempts to roll out the curriculum were referenced during interviews; however, the team found no evidence of this process. In addition, the team found that reading and math programs primarily served as the curriculum. A review of some lesson plans showed that instruction was linked to page numbers in a textbook rather than to the Kentucky Academic Standards.

Improvement Priority #3

Develop, implement, and monitor a process to continuously use data to improve instructional effectiveness and student learning. Develop practices (e.g., Response to Intervention, grouping and regrouping students, differentiation, individualization) to ensure instruction is designed to meet the academic needs of all students. Monitor the process to ensure fidelity of implementation. (Standard 2.11)

Evidence:

Classroom Observation Data:

The classroom observation data, as previously discussed, showed that the team observed few instances of student collaboration, self-reflection, and/or critical thinking. Classroom observation data revealed that learners engaging "in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) were evident/very evident in seven percent of classrooms. It was evident/very evident in zero percent of classrooms that "Learners make connections from content to real-life experiences" (D2) and that "Learners demonstrate and/or are able to describe high quality work" (B3).

Stakeholder Interview Data:

The stakeholder interview data revealed the lack of a system for placing students in Response to Intervention (RTI) classes. In addition, the team found no protocol was used in professional learning community (PLC) meetings. The interview data showed staff members did not intentionally triangulate data to move students fluidly in and out of RTI classes. Although changes were being made to the RTI procedures, the interview and classroom observation data revealed that some students had not received the additional assistance they needed to master the content. Interview data showed Tier 3 students were pulled out of class and received instruction from an instructional assistant using the Reading Mastery program. In interviews, the Diagnostic Review Team heard that instructional assistants were often unprepared to teach Tier 3 students. Moreover, stakeholders frequently talked about a need to revise the RTI structure, making it a systematic approach with specific interventions and curriculum. The PLCs were principal-led, and meeting agendas were prepared by the principal. Interview data also revealed a need for more collaboration among teachers.

Stakeholder Perception/Experience Data:

The stakeholder survey data suggested that school data were not used consistently to assess student learning, modify instruction, or address the individual learning needs of all students. Sixty percent of staff members agreed/strongly agreed that "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice" (E1). Sixty-five percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum" (E7). Sixty-two percent of staff members agreed/strongly agreed that "In our school, all staff members use student data to address the unique learning needs of all students" (E14).

The staff surveys revealed 92 percent agreed/strongly agreed with the statement, "Our school leaders monitor data related to student achievement" (G6), and 89 percent of staff members agreed/strongly agreed that "Our school uses multiple assessment measures to determine student learning and school performance" (G1). However, 51 percent of staff members agreed/strongly agreed that "Our school ensures all staff members are trained in evaluation, interpretation, and use of data" (G4).

Documents and Artifacts:

A review of lesson plan documents showed questions from "Bridge Challenge," a fourth-grade formative and summative assessment, and a kindergarten Letter/Sound Assessment were used. The school did not provide evidence of formative or summative assessments systematically aligned to classroom instruction and used to progress monitor data in order to group and regroup students in core instruction. When questioned about assessments, most staff members explained that they used i-Ready to place students into RTI.

Insights from the Review

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

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

Strengths:

The Diagnostic Review Team found that staff, faculty, and parents were confident in the school leadership. Stakeholders overwhelmingly reported that the principal and assistant principal were supportive and cared for the students. The school had an inviting atmosphere. Teachers greeted students as they arrived at school each day and encouraged students throughout the day. Classrooms and hallways were quiet; students were well-behaved.

The district curriculum specialist has assisted with the implementation of several programs, and teachers believe these new programs have positively affected student learning. The team observed Reading Mastery being taught with fidelity in kindergarten through third grade. Teachers expressed pleasure with i-Ready and Reading Mastery and shared that they had started collecting data about student learning as a result of using these programs. In addition, teachers reported that they are seeing student growth as a result of the implementation of these two programs. Finally, teachers also indicated that Saxon Math was effective in improving student learning.

Although there were professional learning communities (PLCs) in the past, staff members reported those PLCs had not functioned effectively. Currently, PLC meetings occur weekly, and staff members reported that the meetings are more useful this time. Recently, a new tool for classroom observations was developed, called "Walkabouts," snf it is used to gather data about classroom instruction. The team learned of future plans to share feedback from these walkabouts with teachers to improve instruction. Teachers have started reviewing data, as was evident by data chats, data charts, and the data room. The team suggests the school take the next step and consistently use these data to guide instruction.

Finally, parents were pleased with the open communication between the school and home. Dawson Springs has several ways of communicating with parents (e.g., DS App, Twitter, One Call, Monthly Newsletter, Dojo).

Continuous Improvement Process:

Two concerns regarding continuous improvement were identified by the Diagnostic Review Team. First, the team was concerned with the lack of follow-through for new initiatives. Next, the team was concerned with the minimal oversight of programs, processes, and initiatives and the lack of monitoring instructional practices and ensuring

teachers have the necessary assistance to increase their instructional capacity. Although Dawson Springs Elementary has initiated several operational systems, there is little evidence of monitoring and follow-through. The Diagnostic Review Team was also concerned about the lack of student growth during the past two years. The team suggests that school and district leaders and staff members collaboratively focus on teaching and learning.

The Diagnostic Review Team identified, through observations, interviews, survey data, and a review of artifacts, several areas that need improvement. The team suggests that instructional rigor be significantly increased. In addition, the team encourages school leaders and staff members to implement a research-based core curriculum, a RTI structure with protocols for student placement and aligned interventions, a protocol for PLC data to inform classroom instruction, and more differentiated instruction in the classroom. This lack of rigor is evident in student scores on K-PREP, as compared to the grades students earn in class. Students are not being challenged to think critically, make connections, or find evidence to support reasoning. Core instruction should use a research-based, standard-driven core curriculum for Tier 1 to provide a strong foundation for rigorous instruction. To provide the best instruction possible, the faculty is encouraged to use formative and summative tests to identify areas of need and to inform instruction.

In conclusion, while many initiatives have been implemented, no structure is established for analyzing results and making midyear corrections. To significantly improve student learning and teaching practices, the school is encouraged to analyze results and use findings to drive instruction, as necessary for continuous 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 Diagnostic Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Donna Gibson	Donna Gibson is an independent consultant. Ms. Gibson has more than 30 years of experience in education, as a teacher, school administrator, and professional development trainer. She holds a bachelor's degree in education and a master's degree in curriculum and instruction from the University of Tennessee at Martin. Ms. Gibson spent seven years working in at-risk schools as a school improvement specialist, a literacy trainer, and a literacy coach. She has a broad knowledge of research-based reading strategies. Presently, she is coaching and training teachers in planning, teaching, and assessing effectively.
Debbie Sims	Debbie Sims serves as an Education Recovery Specialist for the Kentucky Department of Education. Her work focuses on creating and implementing sustainable systems for advancing student achievement. She has been a public educator for 26 years. Her career started as a middle school educator at Lincoln County Middle School where she taught social studies for 12 years, served as the assistant principal for three years, and then led the school as principal for 10 years. Ms. Sims attended Eastern Kentucky University where she received her teaching certificate, a master's degree, and a Rank I.
Julie Carwile	Julie Carwile has served as an Education Recovery Specialist for the Kentucky Department of Education's Office of Continuous Improvement for the last two years. Prior to that, Julie was a curriculum facilitator for Owensboro Public Schools. She has over 15 years of experience teaching multiple grade levels in the elementary school setting. Julie holds a bachelor's degree and a master's degree in elementary education with an emphasis in instruction and curriculum. She earned a Rank I with National Board Certification in literacy. She also has an endorsement in gifted and talented education and holds certification through the National Institute for School Leadership (NISL).
Mike Hurt	Mike Hurt has over 30 years of experience as an educator. He has served as teacher, principal, personnel director, supervisor of instruction, transportation and facilities director, and associate superintendent. As principal, Mike's school was named a Middle School to Watch and was selected to serve as a pilot school for the Galef Institute. Mike was awarded the Kentucky Media Principal of the Year. He has most recently served as a consultant, assisting in opening a state-of-the-art technology center for secondary students; an interim principal; and an interim district office administrator. Mike earned a bachelor's degree, a master's degree, and a Rank I from Western Kentucky University.

Addenda

Student Performance Data

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

Content Area	%P/D School (16-17) "All Student Group"	%P/D State (16-17)	%P/D School (17-18) "All Student Group"	%P/D State (17-18)
Reading 3rd	40.0	55.8	36.7	52.3
Reading 4th	29.2	49.9	40.5	53.7
Reading 5th	24.3	57.3	38.3	57.8
Math 3rd	33.3	50.9	28.6	47.3
Math 4th	25.0	47.9	42.9	47.2
Math 5th	35.1	48.9	17.0	52.0
Science 4th	NA	N/A	14.3	30.8
Social Studies 5th	37.8	60.0	31.9	53.0
Writing 5th	16.2	45.9	25.5	40.5
Reading 6th	34.0	58.9	18.4	59.7
Math 6th	38.0	49.1	31.6	47.5

Plus

- The percentage of students scoring Proficient/Distinguished in fourth-grade reading increased from 29.2 in 2016-2017 to 40.5 in 2017-2018.
- The percentage of students scoring Proficient/Distinguished in fourth-grade math increased from 25 in 2016-2017 to 42.9 in 2017-2018.

Delta

- The percentage of students scoring Proficient/Distinguished was below the state average in all content areas (reading, math, science, social studies, writing) for two consecutive years.
- The percentage of students scoring Proficient/Distinguished decreased in third-grade reading from 2016-2017 to 2017-2018.
- The percentage of students scoring Proficient/Distinguished decreased in third-grade and fifth- grade math from 2016-2017 to 2017-2018.
- The percentage of students scoring Proficient/Distinguished in social studies decreased by nearly six percentage points from 2016-2017 to 2017-2018.
- The percentage of students scoring Proficient/Distinguished in sixth-grade reading decreased nearly 16 percentage points from 2016-2017 to 2017-2018.

Section II: 2017-18 Growth Index

Content Area	Index	State Index
Reading	14.6	19.7
Math	11.7	14.5
EL	N/A	31.9
Growth Indicator	14.6	17.1

Plus

Delta

- The student growth index in reading was 5.1 points below the state index.
- The student growth index in math was 2.8 points below the state index.
- The overall student growth indicator was 2.5 points below the state index.

Section III:

Gap Group	Reading %P/D	Math %P/D	Science %P/D	Social Studies %P/D	Writing %P/D
All Students	38.4	29.0	14.3	31.9	25.5
Female	45.3	31.3	9.1	26.7	30.0
Male	32.4	27.0	16.1	41.2	17.6
White					
African American	.				.
Hispanic					
Asian					
American Indian or Alaska Native					
Native Hawaiian or Other Pacific Islander					
Two or more races					
Title I	38.4	29.0	14.3	31.9	25.5
Migrant					
Homeless					
Foster					
Military					

Diagnostic Review Report

Gap Group	Reading %P/D	Math %P/D	Science %P/D	Social Studies %P/D	Writing %P/D
English Learner (EL)					
English Learner plus Monitored					
Economically Disadvantaged	35.3	26.7	14.3	29.4	26.5
Gifted/Talented					
Disability-With IEP (Total)	25.0	8.3			
Disability-With IEP (No Alt)					
Disability (no ALT) with Accommodation					
Consolidated Student Group					

Plus

- A comparison of the percentage of economically disadvantaged students scoring Proficient/Distinguished and that of all students showed scores that were only a few percentage points different.

Delta

- The percentage of Disability with IEP students scoring Proficient/Distinguished in math was 20.7 percentage points lower than the score for all students.
- Male students outperformed female students in science and social studies, and female students outperformed male students in reading, writing and math.

Schedule

Monday, February 4, 2019

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

Tuesday, February 5, 2019

Time	Event	Where	Who
7:15 a.m.- 7:40a.m.	Team arrives Dawson Spring Elementary School	School office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 6, 2019

Time	Event	Where	Who
7:30 a.m.- 7:45a.m.	Team arrives at Dawson Spring Elementary School	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, February 7, 2019

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

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

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

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

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

School Diagnostic Review Summary Report

Dawson Springs Elementary School

Dawson Springs Independent Schools

02/04/2019 – 02/07/2019

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

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

Principal Capacity:

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

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

_____Date:_____
Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Dawson Springs Elementary School.

_____Date:_____
Principal, Dawson Springs Elementary School

_____Date:_____
Superintendent, Dawson Springs Independent Schools