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# AdvancED® Engagement Review Report



## AdvancED® Diagnostic Review

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Results for: Millcreek 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	
Building-level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	2
Certified Staff	51
Non-certified Staff	15
Students	52
Parents	18
<b>Total</b>	<b>140</b>

## 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.	Emerging
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
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.	Meets Expectations
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.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

### 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.	Meets Expectations
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.	Emerging
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Meets Expectations
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.

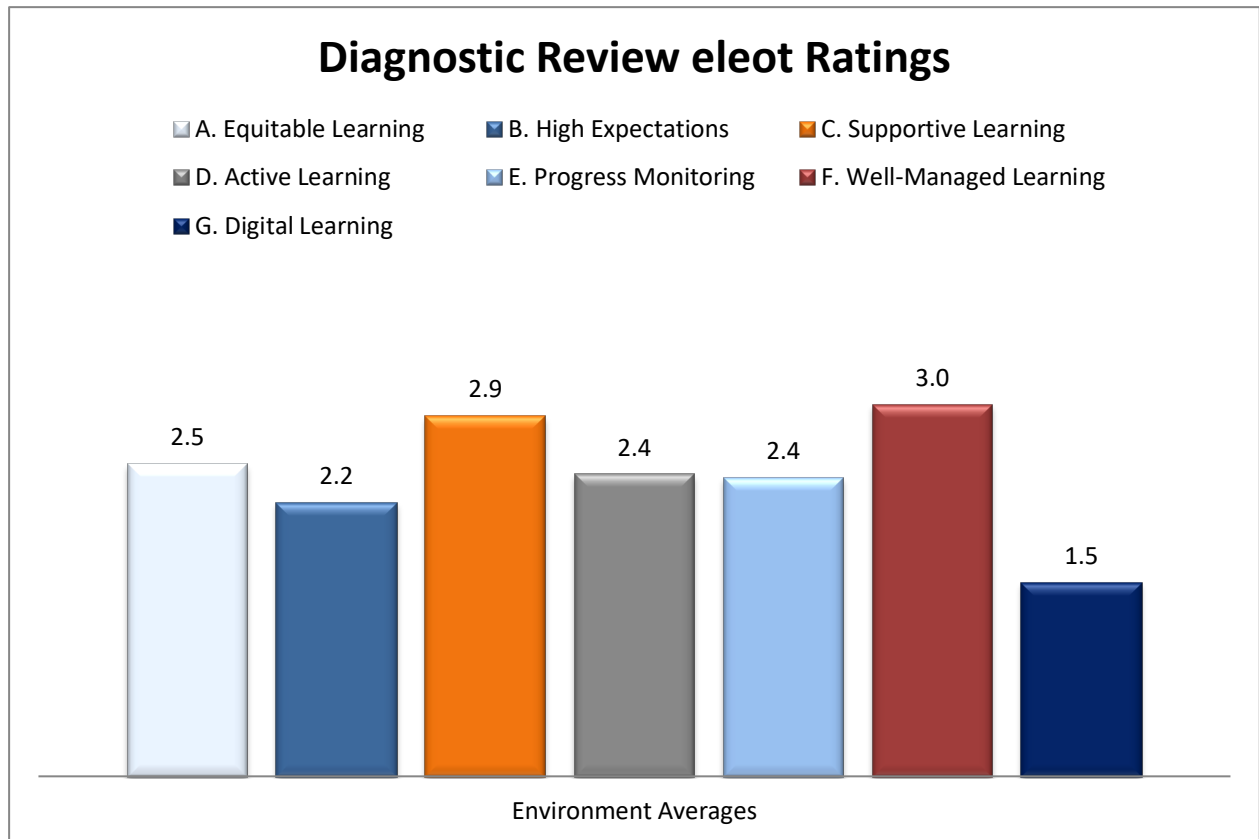
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.	Emerging
3.2	The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution’s purpose and direction.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.	Emerging
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

## 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 30 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.0	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	53%	3%	37%	7%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	7%	60%	33%
A3	3.2	Learners are treated in a fair, clear, and consistent manner.	0%	13%	53%	33%
A4	1.5	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.	70%	10%	17%	3%
Overall rating on a 4 point scale:		2.5				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	23%	50%	23%	3%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	17%	40%	37%	7%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	53%	27%	17%	3%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	27%	43%	20%	10%
B5	2.7	Learners take responsibility for and are self-directed in their learning.	7%	30%	50%	13%
Overall rating on a 4 point scale:		2.2				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	3%	30%	40%	27%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	10%	40%	33%	17%
C3	3.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	3%	27%	40%	30%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	23%	47%	30%
Overall rating on a 4 point scale:			2.9			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.5	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	13%	47%	17%	23%
D2	1.8	Learners make connections from content to real-life experiences.	50%	27%	13%	10%
D3	2.8	Learners are actively engaged in the learning activities.	17%	20%	33%	30%
D4	2.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	20%	30%	27%	23%
Overall rating on a 4 point scale:			2.4			

E. Progress Monitoring Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.2	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	37%	23%	27%	13%
E2	2.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	7%	33%	40%	20%
E3	2.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	3%	37%	40%	20%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	50%	17%	30%	3%
Overall rating on a 4 point scale:			2.4			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.2	Learners speak and interact respectfully with teacher(s) and each other.	0%	10%	57%	33%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	30%	40%	30%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	17%	20%	37%	27%
F4	2.9	Learners use class time purposefully with minimal wasted time or disruptions.	0%	33%	43%	23%
Overall rating on a 4 point scale:			3.0			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	2.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	43%	27%	20%	10%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	73%	20%	7%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	80%	7%	13%	0%
Overall rating on a 4 point scale:		1.5				

### eleot Narrative

The Diagnostic Review Team conducted 30 classroom observations in core content classes. The observations provided the team with an understanding of instructional practices and student learning across grade levels at Millcreek Elementary School. Collectively, these findings suggested a need for administrators and teachers to increase the level of rigor in instruction and raise academic expectations for students.

Strengths emerged in the Well-Managed and Equitable Learning Environments, both suggesting positive classroom management and equal and fair treatment of students. In the Well-Managed Learning Environment, students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 90 percent of classrooms, and it was evident/very evident in 70 percent of classrooms that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). In the Equitable Learning Environment, students who “have equal access to classroom discussions, activities, resources, technology, and support” (A2) were evident/very evident in 93 percent of classrooms, and it was evident/very evident in 86 percent of classrooms that students “are treated in a fair, clear and consistent manner” (A3). In addition, it was evident/very evident in 66 percent of classrooms that students “use class time purposefully with minimal wasted time or disruptions” (F4).

The Diagnostic Review Team identified items of concern in six of the learning environments. The two lowest-rated items emerged in the Digital Learning Environment. It was evident/very evident in seven percent of classrooms that students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and in 13 percent of classrooms that students used “digital tools/technology to communicate and/or work collaboratively for learning” (G3). Ratings in these learning environments provide an opportunity for the school to leverage the use of technology to improve instructional practices and increase student learning.

The Diagnostic Review Team also found items that were marginally observed in classrooms. Several low-rated items were in the Equitable Learning Environment, Supportive Learning Environment, Active Learning Environment, and Progress Monitoring and Feedback Learning Environment. These areas primarily related to student social and emotional growth. In the Equitable Learning Environment, for example, students who “demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities,

aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions” (A4) were evident/very evident in 20 percent of classrooms. Additionally, it was evident/very evident in 44 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1).

Instances of students who “take risks in learning (without fear of negative feedback)” (C2) were evident/very evident in 50 percent of classrooms. Also, it was evident/very evident in 40 percent of classrooms that student “discussions/dialogues/exchanges with each other and the teacher predominate” (D1) and in 23 percent of classrooms that students “make connections from content to real-life experiences” (D2).

In the Progress Monitoring and Feedback Learning Environment, it was evident/very evident that students in 33 percent of classrooms “understand and/or are able to explain how their work is assessed” (E4) and in 40 percent of classrooms “monitor their own learning progress or have mechanisms whereby their learning progress is monitored” (E1).

Finally, in the High Expectations Learning Environment, it was evident/very evident in 20 percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3) and in 26 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). While the interview data suggested that teachers routinely communicated the expectations for proficient work, the Diagnostic Review Team observed few students using rubrics or self-assessment tools.

## 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

Engage multiple internal and external stakeholder groups (e.g., staff, students, parents, community members) to support the achievement of the school's purpose. Create opportunities that provide ongoing two-way communication. Establish active and meaningful participation opportunities for representatives from all stakeholder groups. (Standard 1.8)

#### Evidence:

##### Student Performance Data:

Student performance data, as detailed in the addenda to this report, suggested that instructional systems had not been fully implemented or monitored to ensure a cooperative communication process among teachers, parents, and students to support student learning and improve student growth and achievement at all levels. The student performance data were among those data considered to identify Improvement Priority #1.

##### Stakeholder Interview Data:

The interview data revealed that a few teachers did not receive communication about schoolwide initiatives. Most stakeholders reported that gaps existed in internal and external communication. While most parents indicated they had regular communication with teachers about their child's learning progress, their input on school programs, initiatives, and practices was limited.

##### Stakeholder Perception/Experience Data:

The stakeholder survey data indicated that 85 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction" (D9). Parent agreement about this practice was not as strong, as evidenced by 71 percent of parents who agreed/strongly agreed that "Our school provides opportunities for stakeholders to be involved in the school" (D6). Related to seeking stakeholder input, 44 percent of elementary students agreed that "My principal and teachers ask me what I think about school" (G1). Also, 74 percent of staff members agreed/strongly agreed that "In our school all school personnel regularly engage families in their children's learning progress" (E19), and 70 percent of the parents agreed/strongly agreed with the statement, "Our school shares responsibility for student learning with its stakeholders" (D4). Student perception data showed that 55 percent of elementary students agreed that "My teachers ask my family to come to school activities" (E5). Furthermore, 64 percent of the staff members agreed/strongly agreed that "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders" (C2).

##### Documents and Artifacts:

A review of documents showed some communication with parents occurred through the Millcreek Messenger and other methods (e.g., emails and phone calls documented in the Parent Engagement Log). The Diagnostic Review Team found a lack of regular two-way communication between the school and parents. The Millcreek Parent-Guardian Involvement Policy, updated in 2017-2018, encouraged parent involvement.

**Improvement Priority #2**

Clarify, refine, and monitor the current instructional process to ensure practices are delivered with quality and fidelity to meet the individual learning needs of students. Analyze data and use findings to identify and address individual student needs that align with schoolwide learning expectations. (Standard 2.7)

**Evidence:****Student Performance Data:**

The Kentucky Performance Rating for Educational Progress (K-PREP) student performance data, as detailed in the addendum of this report, indicated that the school lacked a robust process to effectively use data to identify and address student learning needs. The percentages of students who scored Proficient/Distinguished in 2016-2017 and 2017-2018 were below the state averages in all content areas and at all grade levels. All scores decreased in each content area, except in fourth-grade to fifth-grade math, when following the transition of student groups. For example, the percentage of students scoring Proficient/Distinguished in third-grade reading in 2016-2017 decreased for those same students in fourth-grade reading in 2017-2018. Student performance data were among the data considered in developing Improvement Priority #2.

**Classroom Observation Data:**

The classroom observation data showed that in 44 percent of classrooms, students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident. In addition, it was evident/very evident in 44 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2). Also, two additional items within the Progress Monitoring and Feedback Learning Environment raised concern for the Diagnostic Review Team. In 40 percent of the classrooms, students who “monitor their own learning progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident. Finally, students who understood and could “explain how their learning is assessed” (E4) were evident/very evident in 33 percent of classrooms. The interview data showed that the school had a process to monitor and adjust learning expectations for individual learning needs. Collectively, the classroom observation and interview data indicated that the school could leverage existing practices by clarifying procedures and expectations and providing support to fully implement a comprehensive data-driven instructional process.

**Stakeholder Interview Data:**

The stakeholder interview data revealed that multiple weekly meetings were frequently scheduled during common planning time. Several teachers also had new teaching assignments at different grade levels this year. In addition, several schoolwide initiatives were recently implemented. These factors, according to the interview data, caused many teachers to be overwhelmed. Many teachers reported that they struggled to meet the needs of all students while also implementing several schoolwide initiatives. The classroom observation data indicated that, based on analysis of weekly assessment results, small-group assignments for students were adjusted. Also, many staff members expressed a need for dedicated and focused time to fully implement programs and initiatives with quality and fidelity. One interviewee stated, “We need to pick one initiative and execute it well.” Interview data indicated that many teachers reported they were overwhelmed.

**Stakeholder Perception/Experience Data:**

The survey data showed that 75 percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4) and that 80 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1). Furthermore, 73 percent

of staff members agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2), and 77 percent agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7).

**Documents and Artifacts:**

A review of the School Quality Factors (SQF) report indicated that school leadership and staff members believed that many students engaged in rigorous and challenging tasks, activities, and projects that focus on developing higher-order thinking and problem-solving skills. However, in the narrative section of the SQF, the principal noted, “Assuring rigorous and challenging tasks is a ‘next step’ for our leadership team. As a school, we are all over the board in this area. A lot of the weakness comes during center-based instruction. We are working on addressing this area right now. We have created non-negotiables for many instructional areas (I can, so I can statement; reflective practice on what whole group/small group looks like; and non-negotiable checklists completed by instructional coaches), but even with things in place, we know this is an area of constant monitoring, especially with young teachers.” The classroom observation data corroborated the principal’s statement. For example, it was evident/very evident in 30 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4).

**Improvement Priority #3**

Refine current practices by implementing, monitoring, and communicating a systematic and robust continuous improvement process that provides clear direction to effectively use data to improve instruction and increase student learning. Evaluate the effectiveness of instructional delivery in all classrooms and monitor programs and services to determine student academic progress. Ensure all programs, practices, and processes are implemented with quality and fidelity. (Standard 2.11)

**Evidence:****Student Performance Data:**

Student performance data, as detailed in an addendum to this report, revealed the percentage of students who scored Proficient/Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment was below the state averages in all content areas and at all grade levels. Student performance data were among the data considered to identify Improvement Priority #3.

**Classroom Observation Data:**

The classroom observation data, as previously discussed, showed it was evident/very evident in 33 percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). In addition, the Diagnostic Review Team did not observe students using rubrics to guide their learning or to understand the characteristics of proficient work. It was evident/very evident in 40 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Furthermore, it was evident/very evident in 60 percent of classrooms that students “demonstrate and/or verbalize understanding of the lesson/content” (E3).

**Stakeholder Interview Data:**

The interview data indicated that some stakeholders reported that too many programs were being implemented simultaneously, resulting in a lack of focus and depth of implementation. School leaders reported that the programs the school had implemented had been effective. In addition, school leaders predicted that over time those programs will become embedded into school norms. The interview data indicated teachers generally reported that they used data.

The stakeholder interview data consistently revealed that although multiple pieces of data were collected and analyzed, the school had not established a documented process to systematically collect and analyze data and use the findings to develop next steps. Moreover, stakeholder interview data revealed longitudinal results from evaluations were seldom used to determine the effectiveness of programs and services, inform decision-making, and connect all systems to improve student learning.

**Stakeholder Perception/Experience Data:**

The stakeholder survey data revealed that 77 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). In addition, survey data indicated that 79 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 classroom observation data did not provide support that these practices consistently occurred. In addition, survey data showed that 73 percent of staff members agreed/strongly agreed with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data” (G4). Finally, survey data revealed 84



percent of parents agreed/strongly agreed that “My child is given multiple assessments to ensure his/her understanding of what was taught” (E12).

**Documents and Artifacts:**

A review of schedules, procedures, protocols, general school information, and professional development resources indicated the lack of a systematic data collection and analysis process to inform programmatic decision-making about curriculum, instruction, and assessment. Although the school presented a variety of data sources to show that teachers use student performance results, the Diagnostic Review Team found no evidence that the school used the findings from analysis of recent and longitudinal data to determine programmatic effectiveness. Evaluating the impact and success of new or existing programs, making informed decisions, and using supporting evidence to identify the extent to which programs are producing desired outcomes could serve as a lever to improve student learning.

## Insights from the Review

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

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

### Strengths:

Stakeholders at Millcreek Elementary School are proud of their school. School leaders and teachers collaborate to improve the culture of the school. Faculty, staff, parents, and students all expressed strong confidence and support for the school leadership team and were optimistic that leadership could establish high expectations for all students.

The Diagnostic Review Team observed a clean, safe, and orderly environment throughout the school. Procedures and processes for students transitioning from one activity to another and for entering and exiting the classroom were consistently implemented, clearly articulated, and understood by students. Millcreek Elementary School faculty and staff members have established a student-centered, business-like climate. Students throughout the school demonstrated respect for their school and teachers.

The school provided high-quality student support services (e.g., counseling, referrals, educational, career planning) to remove barriers for families and students. Furthermore, the school implemented the "Leader in Me" and the Positive Behavior Interventions and Supports (PBIS) initiatives to decrease behavioral referrals and to reduce classroom disruptions. The school also provided diverse, organized after-school programs, including reading and math instruction, computer application and research, homework assistance, physical education, and the arts.

The school has an emerging systematic process for collecting, analyzing, and using data and has established several structures (e.g., professional learning community [PLC] meetings, weekly team planning meetings, weekly data review meetings with the principal and instructional coach) to promote collaboration. Also, collaboration occurred in grade-level teams, across grade levels, and for academic support services. In addition, school leaders held staff members accountable for student learning, conducted regular walkthroughs, and provided feedback to classroom teachers about instructional practices. Moreover, school leaders protected instructional time.

**Continuous Improvement Process:**

The Diagnostic Review Team found a multiplicity of evidence (e.g., School Quality Factors, observation, survey, and interview data) showing that stakeholders have focused on the climate, culture, and organization of the school. Because stakeholders were united in their desire to improve student achievement and in their positive outlook for the school, this unified focus could serve as a lever to overcome the lags in student performance. The Diagnostic Review Team found the school had implemented a continuous improvement process, but the team suggests that the school build on existing practices to refine the process, making it robust and comprehensive. In addition, school stakeholders demonstrated the desire to improve all aspects of the school. Leaders possess the skills to evaluate, formulate, and redirect initiatives to ensure the school uses only the most effective programs, strategies, services, and resources.

The Diagnostic Review Team suggests that the school continue to align curriculum, instruction, and assessments to ensure they result in data-based, rigorous instructional practices and student learning tasks. The team also encourages the school to fully use the CSIP process to connect all systems, including behavior management and academic performance.

Millcreek Elementary School is in the emerging stage of effectively gathering and analyzing data to improve student learning. Most staff members adjust student groups based on specific skills that students need. While teachers use data, interviews revealed that most teachers report that they need more intense professional development to expand their knowledge and increase their competency in analyzing student data. The Diagnostic Team further suggests the school provide specific, job-embedded professional development to help teachers effectively disaggregate and analyze data and use findings to monitor and adjust instruction to meet student needs.

The Diagnostic Review Team recommends the continued use of district and school summative and formative assessments to generate and use data to adjust and differentiate instruction. Currently, teachers adhere to district-mandated curriculum maps and adjust individual student learning targets weekly. This practice ensures skill remediation that does not conflict with whole-group instruction for teaching new standards, and it promotes instructional equity for all students.

Conversely, the classroom observation data confirmed that most students could not articulate how assignments connected to curriculum standards or learning targets. Students, generally, were unable to explain how their work was assessed, as that practice was evident/very evident in 33 percent of classrooms. The Team suggests the school continue using PLCs, grade-level planning meetings, and instructional coaching to increase the rigor in teaching and learning.

While the school is equipped with technology (e.g., SMART Boards, tablets, computer lab) for use at all grade levels, students rarely use technology to conduct research, solve problems, or create original work. Rather, students primarily use technology for interacting with educational computer programs. Teachers had participated in professional development about how to integrate technology into instruction. The team also learned of plans to use digital student portfolios.

Collectively, stakeholder perception data suggested that while there were processes to engage multiple internal and external stakeholder groups (e.g., staff, students, parents) to support the achievement of students, this practice was not fully and systematically used to support continuous improvement in teaching and learning. The team found little evidence that external stakeholders participated in the development of the current vision and

mission statements. The team suggests the school find ways to create stakeholder ownership in the vision and mission, which can also cultivate and strengthen instructional interactions between home and school. The Diagnostic Review Team encourages school leadership and staff members to improve internal and external communication and engage all stakeholders to enhance student learning and improve organizational effectiveness.

School leadership has expended much time and energy to implement systems that have the potential to lead to improvement in student learning. Clarification about how these initiatives interconnect and support one another could increase understanding and improve implementation of programs, initiatives, and services. The Diagnostic Review Team suggests the school narrow its focus and prioritize its many systems, programs, and initiatives and ensure that each is implemented with depth and precision and that data-based adjustments are made to ensure the school accomplishes all goals, objectives, and strategies. Fully and effectively implementing a robust continuous improvement process and linking all programs and initiatives can build sustainable and embedded schoolwide practices.

## Next Steps

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

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

## Team Roster

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

Team Member Name	Brief Biography
Ermalene Faulkner	Ermalene M. Faulkner holds a bachelor’s degree and a master’s degree in elementary education and an elementary school administrative and supervision license. She has 18 years of teaching experience in an urban school setting. Mrs. Faulkner’s administrative experiences include assistant principal, principal, elementary and gifted education director, instructional technology director, professional services director, district Title I administrator, and chief academic officer. She has a collaborative leadership style, building positive cultures that support an environment of continuous school improvement.
Billie Travis	Billie Travis has 39 years of experience as a teacher and educational coach. She is currently in her tenth year as an Education Recovery Specialist (ERS) for math for Kentucky Department of Education (KDE). She taught for 26 years in the elementary and middle levels in Georgetown, Kentucky. Later she served as the curriculum resource teacher for three years at Royal Spring Middle. In her current position, she assists schools in strategic thinking/planning, alignment of instructional systems, and individual coaching for teachers and administration. Mrs. Travis holds a master’s degree and Rank 1 from Georgetown College in elementary education and a bachelor’s degree from Morehead State University. Throughout her career she has served on many local, state, and national committees and presented in several conferences.
Kanna Edison	Kanna Edison has 12 years of experience as a teacher and instructional coach. She is currently in her second year as an Education Recovery Specialist (ERS) for math for the Kentucky Department of Education (KDE). She taught high school math for seven years in Louisville, Kentucky. Following her classroom experience, she served as a district math goal clarity coach for three years, supporting Jefferson County middle and high schools with curriculum design, curriculum implementation, and instructional coaching. In her current position she is assigned to support schools by assisting in strategic thinking/planning, alignment of instructional systems, and providing coaching for teachers and administration. Ms. Edison holds a master’s degree in art from Spalding University and a bachelor’s degree in mathematics from the University of Louisville. Throughout her career, she has served on many local, state, and national committees, as well as presented at several conferences.

Team Member Name	Brief Biography
Susan Firth	Susan Firth is currently a consultant for AdvancED. She resides in Waller, Texas, near Houston and has 33 years of experience in public education. Susan is a retired district administrator from the Cypress-Fairbanks Independent School District and currently works part-time for Lone Star College. As a district administrator, she supported campuses at all levels, coordinated a number of programs and provided related professional development. Before that time Susan was a teacher, school counselor, and campus administrator. She holds a bachelor’s degree from Texas A&M University and a master’s degree from the University of Houston.
John Hurt	John Hurt is currently retired, having enjoyed a 32-year career in public education that spanned three states: Georgia, Tennessee, and Kentucky. Mr. Hurt’s experiences include 10 years as a teacher and 22 years as an administrator. He has held many positions, including high school assistant principal, district director of special education, district director of pupil personnel, assistant superintendent, and superintendent. After Mr. Hurt retired, he served as an interim superintendent. Currently he serves as a Lead Evaluator for AdvancED. Mr. Hurt served on the Governor’s Advisory Council for Gifted and Talented Students and numerous state and regional committees. He has a bachelor’s degree, a master’s degree, and a Rank I; he also holds various other certifications.

## 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 3 <sup>rd</sup>	34.4	55.8	28.7	52.3
Reading 4 <sup>th</sup>	35.9	49.9	30.8	53.7
Reading 5 <sup>th</sup>	43.8	57.3	33.7	57.8
Reading 6 <sup>th</sup>	NA	58.9	NA	59.7
Math 3 <sup>rd</sup>	37.5	50.9	21.8	47.3
Math 4 <sup>th</sup>	32.1	47.9	33.3	47.2
Math 5 <sup>th</sup>	41.1	48.9	38.6	52.0
Math 6 <sup>th</sup>	NA	49.1	NA	47.5
Science 4 <sup>th</sup>	NA	N/A	14.1	30.8
Social Studies 5 <sup>th</sup>	46.6	60.0	27.7	53.0
Writing 5 <sup>th</sup>	27.4	45.9	12	40.5

#### Plus

- The percentage of students scoring Proficient/Distinguished in fourth-grade math increased from 2016-2017 to 2017-2018 from 32.1 to 33.3, respectively.
- The percentage of students scoring Proficient/Distinguished in fifth-grade math increased when following that same group of students from fourth-grade math (32.1 percent) in 2016-2017 to fifth-grade math (38.6 percent) in 2017-2018.

#### Delta

- The percentage of students scoring Proficient/Distinguished were below state averages in all content areas and at all grade levels.
- The percentages of students scoring Proficient/Distinguished in all grade levels and content areas, except fourth-grade math, decreased from 2016-2017 to 2017-2018.
- All scores decreased in each content area, except in fourth-grade to fifth-grade math, when following the transition of student groups. For example, the percentage of students scoring Proficient/Distinguished in third-grade reading in 2016-2017 decreased for those same students in fourth-grade reading in 2017-2018.

**Section II: Student Growth Index (2017-2018)**

Content Area	Index	State Index
Reading	15.6	19.7
Math	14.3	14.5
EL	20	31.9
Growth Indicator	15	17.1

**Plus**

**Delta**

- All index scores were lower than the state index.
- The reading index was 4.1 points lower than the state average.
- The math index was 0.2 points lower than the state average.
- The EL index was 11.9 points lower than the state average.
- The growth indicator was 2.1 points lower than the state average.

**Section III: Gap Group Scores**

Gap Group	Reading %P/D	Math %P/D	Science %P/D	Social Studies %P/D	Writing %P/D
Female	31.8	32.7	15.8	21.9	15.6
Male	30.5	29.8	12.5	31.4	9.8
White	43.3	45.6	14.3	43.8	21.9
African American	17	18.9	3.0	8.3	0.0
Hispanic	30.4	26.1	NA	NA	NA
Asian	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA
Two or more races	48	40.0	40	NA	NA
Title I	31	31	14.1	27.7	12.0
Migrant	NA	NA	NA	NA	NA
Homeless	18.5	22.2	0.0	NA	NA
Foster	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
English Learner (EL)	10	10	NA	NA	NA
English Learner plus Monitored	29.6	22.2	NA	NA	NA
Economically	27.7	25.2	12.3	20.6	6.3



Gap Group	Reading %P/D	Math %P/D	Science %P/D	Social Studies %P/D	Writing %P/D
Disadvantaged					
Gifted/Talented	NA	NA	NA	NA	NA
Disability-With IEP (Total)	9.1	9.1	0.0	8.3	0.0
Disability-With IEP (No Alt)	9.1	9.1	0.0	8.3	0.0
Disability (no ALT) with Accommodation	3.8	11.5	NA	NA	NA
Consolidated Student Group	22.2	22.8	12.1	16.7	3.7

**Plus**

- Female students scored higher than male students in reading, math, science and writing.
- EL students plus monitored scored higher in reading than math.

**Delta**

- African-American students scored lower than white students in all content areas.
- Zero percent of African-American students scored Proficient/Distinguished in writing.
- A higher percentage of Hispanic students scored Proficient/Distinguished than African American students in reading and math.
- In reading, math and science, the percentage of students scoring Proficient/Distinguished for males and females was fairly close.
- In social studies, a large gap existed between males and females in the percentage who scored Proficient/Distinguished (females 9.5 percentage points lower than males) and also in writing (females 5.8 percentage points higher than males).
- All students with disabilities scored lower than all other gap groups in all content areas.

## Schedule

### Monday, February 4, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:45 p.m.–5:30 p.m.	Principal Presentation-Dr. Greg Ross	Hotel Conference Room	Diagnostic Review Team Members
5:30 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
7:30 a.m.	Team arrives at Millcreek Elementary	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.	Team arrives at Millcreek Elementary	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. – 11:00 a.m.	Final Team Work Session	School	Diagnostic Review Team Members



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## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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School Diagnostic Review Summary Report

The Academy for Leadership at Millcreek Elementary School

Fayette County Schools

02/04/2019 – 02/07/2019

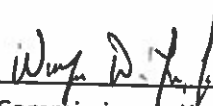
The members of the The Academy for Leadership at Millcreek Elementary School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended during the assessment process.

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 The Academy for Leadership at Millcreek 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.

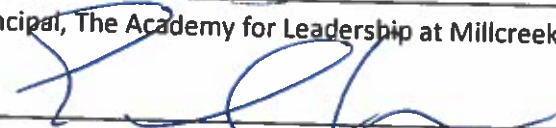
  
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Commissioner, Kentucky Department of Education

Date: 3/11/2019

I have received the Diagnostic Review for The Academy for Leadership at Millcreek Elementary School

  
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Principal, The Academy for Leadership at Millcreek Elementary School

Date: 3-7-19

  
\_\_\_\_\_  
Superintendent, Fayette County Schools

Date: 3/7/19