Report of the Diagnostic Review Team for Maupin Elementary

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Introduction

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

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 at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who 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. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning

results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;

- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;

- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Maupin Elementary School hosted a Diagnostic Review on January 22-25, 2017. Prior to the on-site review on January 9, 2017, the Lead Evaluator engaged in a virtual Diagnostic Review Team meeting to discuss pertinent information regarding the upcoming Review. The Lead Evaluator later communicated information to the Team regarding the following topics: 1) Team Workspace, 2) student performance data, 3) stakeholder survey results, 4) Self-Assessment, 5) Executive Summary, 6) AdvancED Standards for Quality Schools and 7) documents applicable to Kentucky (i.e., The Missing Piece, TELL Survey). The Team engaged in conference calls and various communications via email and reviewed multiple documents provided by the school. In

preparation to the Diagnostic Review, the Lead Evaluator also conducted an introductory conference call with the principal to discuss details about the Diagnostic Review. The Lead Evaluator and the principal communicated through multiple emails to ensure school documents were accessible to the Team and to discuss the interview schedule, principal presentation and Team meeting room location.

The principal is to be commended for her quick response to emails. The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Maupin Elementary School for the cordial welcome extended to each Team Member. The five-member Diagnostic Review Team provided technical knowledge, skills and expertise for carrying out the Diagnostic Review process and developed this written report of their findings.

On Sunday, January 22, 2017, the Team convened for its first on-site meeting at the hotel. The Lead and Associate Lead Evaluators, along with other Diagnostic Review Lead Evaluators, met with a Central Office senior level administrator to discuss the two Priority Schools that were hosting a Diagnostic Review visit the week of January 22-25, 2017. During the meeting, the district administrator shared comprehensive data about Maupin Elementary School and detailed district support and services provided to the school.

Later during the Team's meeting on January 22, 2017, the principal presented an overview of the school, which included extensive details about school progress, purpose and direction, Self-Assessment, challenges and achievement data. Two Central Office senior level administrators attended the principal's presentation. During the three-day on-site visit, the Diagnostic Review Team conducted interviews with the principal, teachers, support staff, leadership staff, students, parents and district leaders to gain their perspectives on topics relevant to the institution's effectiveness and student performance. Feedback acquired through stakeholder interviews was used in conjunction with other evidence and data to verify and substantiate findings of this Diagnostic Review.

The Diagnostic Review Team met each night to review and discuss Indicator ratings, interview and classroom observation data, artifacts and additional documents. Data gathered through multiple sources (e.g., classroom observations, stakeholder interviews, documents and artifacts) were fully examined to generate the findings of the Diagnostic Review. The Team interviewed 133 stakeholders and conducted 18 classroom observations. Throughout the Diagnostic Review, school leaders, faculty and staff were impartial and thoughtful in discussing continuous improvement efforts at Maupin Elementary School.

Stakeholders were interviewed by members of the Diagnostic Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	6
Instructional Staff	20
Support Staff	17
Students	83
Parents/Community/Business Leaders	7
Total	**133**

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.00
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.20
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.40
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.80
3.6	Teachers implement the school's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.20

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.00
3.11	All staff members participate in a continuous program of professional learning.	1.20
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.40

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.40
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1.20
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.40
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1.60

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score
Assessment Quality	2.00
Test Administration	2.00
Equity of Learning	1.00
Quality of Learning	1.00

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.
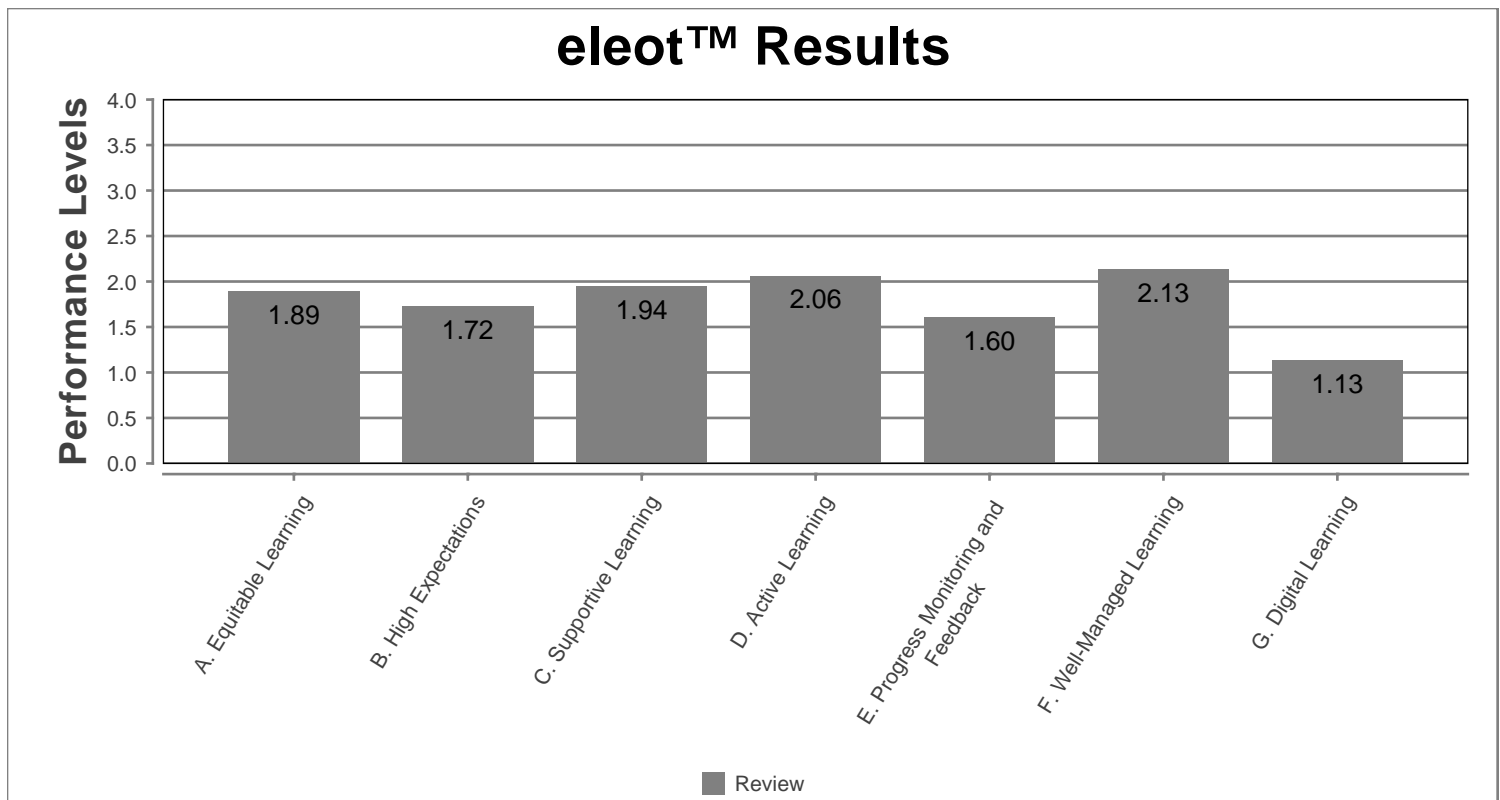
The Diagnostic Review Team conducted 18 classroom observations, which included all core content classes. The overall ratings for the seven Learning Environments ranged from 1.13 to 2.12 on a four-point scale. The highest rated was the Well-Managed Learning Environment and the lowest rated was the Digital Learning Environment. Observers noted few instances in which students were engaged in rigorous coursework, discussions and learning tasks. In some instances, students were not asked to make connections from class content to real-life experiences. Although labeled a School of Innovation, classroom observation data revealed

learning environments with low expectations and lack of rigorous instruction, which impeded student engagement. Instances in which students were asked to respond to higher order thinking questions and rigorous course work were limited. Teachers seldom varied their instructional practices and rarely provided students with opportunities to take risks. Additionally, the Team infrequently observed teachers providing students with meaningful feedback. The Team found few instances in which teachers provided students with exemplars of high quality work and differentiated learning tasks. Of concern to the Team was the lack of high yield instructional strategies used to engage students and differentiate learning opportunities to meet the needs of all students. Rather, the Team noted instructional time was frequently wasted and often recess was extended beyond its scheduled time. In many instances, staff members were not aware of the scheduled time for recess to start.

The overall rating for the Equitable Learning Environment was 1.89 on a four-point scale. The extent to which students had "equal access to classroom discussions, activities, resources, technology, and support" (A2) was evident/very evident in 39 percent of classrooms. Instances where a student had "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident in 28 percent of classrooms, suggesting that many teachers used whole group instruction as the primary delivery method. These data paralleled staff survey results, which revealed that 56 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." These findings revealed an opportunity to improve instructional practices by designing equitable and challenging learning tasks and experiences that meet individual academic needs. Of concern to the Team was that in zero percent of the classrooms, it was evident/very evident that "Students had ongoing opportunities to learn about their own and others backgrounds/cultures/and differences," (A4) highlighting missed opportunities for students to learn about others' backgrounds and differences. Students working in small groups with accountability for learning could increase opportunities for them to learn about and from one another.

The overall rating for the High Expectations Learning Environment was 1.73 on a four-point scale, suggesting a need for staff members to implement effective instructional strategies and establish high expectations for student learning. It was evident/very evident in six percent of classrooms that students "engaged in rigorous coursework, discussions and/or tasks" (B4). The item "is tasked with activities and learning that are challenging but attainable" (B2) received a rating of 1.83 on a four-point scale. These data paralleled staff survey results, which revealed that 53 percent of staff members agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." These results highlighted the need for the school to carefully monitor classroom instructional practices to ensure students are provided challenging activities and coursework that keep them actively engaged in their learning. The extent to which students "know and strive to meet the high expectations established by the teacher" (B1) was evident/very evident in only 17 percent of the classrooms. Comparably, 51 percent of staff members agreed/strongly agreed that "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills." An examination of the school's performance data revealed the school did not meet any of its proficiency or gap delivery targets, nor its Annual Measurable Objective (AMO), confirming that students were not tasked with challenging learning activities that met their learning needs. Instances where students "asked and responded

to questions that required higher order thinking (e.g., applying, investigating, evaluating, synthesizing)" (B5) were evident/very evident in only 17 percent of the classrooms, which suggested that in over 83 percent of the classrooms, students were not asked questions that required them to investigate, analyze, design, evaluate and predict. Teachers could benefit from embedded professional development about effective questioning techniques and learning activities that challenge student thinking and create academic environments where students are expected to demonstrate high levels of learning.

The Supportive Learning Environment received a rating of 1.94 on a four-point scale. Instances of students who "demonstrated or expressed that learning experiences are positive" (C1) were evident/very evident in 33 percent of classrooms. The extent to which students were "provided support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 28 percent of classrooms. Consistent use of varied learning activities, including providing students with small group or individual instruction, could be leveraged to significantly and positively impact student performance. Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) were evident/very evident in 11 percent of the classrooms. The extent to which students "demonstrated positive attitude about the classroom and learning" (C2) were evident/very evident in 28 percent of classrooms, underscoring a need for school leaders to regularly visit classrooms and provide teachers with feedback about their classroom environments and their professional practices.

The Active Learning Environment received a rating of 2.06 on a four-point scale. It was evident/very evident in 28 percent of classrooms that students were "actively engaged in the learning activities" (D3), which paralleled staff survey results that revealed 73 percent of parents agreed/strongly agreed that "All of my child's teachers give work that challenges my child." Few students had opportunities to connect learning to real-life experiences. For example, it was evident/very evident in 22 percent of classrooms that students had opportunities to "make connections from content to real-life experiences" (D2). Finally, in 28 percent of the classrooms, it was evident/very evident that students "had several opportunities to engage in discussions with the teacher and other students" (D1). Collectively, ratings in the Active Learning Environment revealed potential areas that could be leveraged to improve student engagement.

The Progress Monitoring and Feedback Learning Environment received a rating of 1.60 on a four-point scale and focused on providing authentic feedback to improve student learning. It was evident/very evident in zero percent of the classrooms and somewhat evident in 22 percent of classrooms that students understood "how her/his work was assessed" (E4), earning a rating of 1.22 on a four-point scale. Instances in which students had "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in zero percent of the classrooms, revealing teachers infrequently and ineffectively used feedback to help students improve their work. Classroom observation data revealed it was evident/very evident in 17 percent of the classrooms that students were asked "about individual progress/learning" (E1) and evident/very evident in six percent of classrooms that students "responded to teacher feedback to improve understanding" (E2). Students who "demonstrated and verbalized understanding of the lesson/content" (E3) were evident/very evident in 22 percent of classrooms. Leverage points for improving student performance include providing teachers opportunities to share formative assessment strategies and best practices during professional learning community (PLC) meetings. Frequently providing opportunities for students to express their depth of

understanding about content and skills provides information regarding the effectiveness of instructional activities and guides future lesson planning.

The Well-Managed Learning Environment received a rating of 2.12 on a four-point scale. Instances in which students "collaborated with other students during student-centered activities" (F4) were evident/very evident in 17 percent of classrooms. Students who "followed classroom rules and worked well with others" (F2) were evident/very evident in 17 percent of classrooms. Interview data revealed concerns of staff members and students concerning classroom disruptions interfering with the learning process because teachers often spent a great deal of time correcting student behaviors. While this Learning Environment received the highest average score of 2.12 on a four-point scale, the Team noted missed opportunities to improve student behavior. Developing and consistently implementing a school wide behavioral management plan could improve student behavior. Instances in which students "knew classroom routines, behavioral expectations and consequences" (F5) were evident/very evident in only 17 percent of classrooms.

Of the seven Learning Environments, the Digital Learning Environment received the lowest average rating with a 1.13 on a four-point scale. Instances in which students used "digital tools/technology to communicate and work collaboratively for learning" (G3) were evident/very evident in six percent of the classrooms. Moreover, students using "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) were evident/very evident in zero percent of the classrooms. The Team found a lack of digital learning tools used in classrooms across the school.

eleot™ Data Summary

A. Equitable Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	1.72	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	27.78%	16.67%	55.56%
2.	2.22	Has equal access to classroom discussions, activities, resources, technology, and support	5.56%	33.33%	38.89%	22.22%
3.	2.28	Knows that rules and consequences are fair, clear, and consistently applied	5.56%	38.89%	33.33%	22.22%
4.	1.33	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	0.00%	33.33%	66.67%
Overall rating on a 4 point scale: 1.89						

B. High Expectations			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.06	Knows and strives to meet the high expectations established by the teacher	0.00%	22.22%	61.11%	16.67%
2.	1.83	Is tasked with activities and learning that are challenging but attainable	0.00%	11.11%	61.11%	27.78%
3.	1.28	Is provided exemplars of high quality work	0.00%	0.00%	27.78%	72.22%
4.	1.56	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	5.56%	44.44%	50.00%
5.	1.89	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0.00%	16.67%	55.56%	27.78%
Overall rating on a 4 point scale: 1.72						

C. Supportive Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.17	Demonstrates or expresses that learning experiences are positive	0.00%	33.33%	50.00%	16.67%
2.	2.11	Demonstrates positive attitude about the classroom and learning	0.00%	27.78%	55.56%	16.67%
3.	1.83	Takes risks in learning (without fear of negative feedback)	0.00%	22.22%	38.89%	38.89%
4.	2.11	Is provided support and assistance to understand content and accomplish tasks	0.00%	27.78%	55.56%	16.67%
5.	1.50	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0.00%	11.11%	27.78%	61.11%
Overall rating on a 4 point scale: 1.94						

D. Active Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.11	Has several opportunities to engage in discussions with teacher and other students	0.00%	27.78%	55.56%	16.67%
2.	1.94	Makes connections from content to real-life experiences	0.00%	22.22%	50.00%	27.78%
3.	2.11	Is actively engaged in the learning activities	0.00%	27.78%	55.56%	16.67%
Overall rating on a 4 point scale: 2.06						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.83	Is asked and/or quizzed about individual progress/learning	0.00%	16.67%	50.00%	33.33%
2.	1.61	Responds to teacher feedback to improve understanding	0.00%	5.56%	50.00%	44.44%
3.	1.83	Demonstrates or verbalizes understanding of the lesson/content	0.00%	22.22%	38.89%	38.89%
4.	1.22	Understands how her/his work is assessed	0.00%	0.00%	22.22%	77.78%
5.	1.50	Has opportunities to revise/improve work based on feedback	0.00%	0.00%	50.00%	50.00%
Overall rating on a 4 point scale: 1.60						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.44	Speaks and interacts respectfully with teacher(s) and peers	0.00%	50.00%	44.44%	5.56%
2.	2.17	Follows classroom rules and works well with others	11.11%	5.56%	72.22%	11.11%
3.	2.22	Transitions smoothly and efficiently to activities	0.00%	33.33%	55.56%	11.11%
4.	1.61	Collaborates with other students during student-centered activities	5.56%	11.11%	22.22%	61.11%
5.	2.22	Knows classroom routines, behavioral expectations and consequences	5.56%	16.67%	72.22%	5.56%
Overall rating on a 4 point scale: 2.13						

G. Digital Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	1.22	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0.00%	0.00%	22.22%	77.78%
2.	1.00	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0.00%	0.00%	0.00%	100.00%
3.	1.17	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	5.56%	5.56%	88.89%
Overall rating on a 4 point scale: 1.13						

Findings

Improvement Priority

Create and consistently implement challenging curriculum and learning experiences that provide equitable opportunities for students to develop learning, thinking and life skills that lead to success at the next level. (Indicator 3.1)

Primary Indicator

Indicator 3.1

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in an attachment to this report, confirmed the school had not been effective in implementing a challenging curriculum that provided equitable opportunities for students. The school did not meet its AMO goals for 2014-2015 and 2015-2016. Student performance data in 2015-2016 were significantly below state averages in all tested areas, and the percentage of students scoring at the proficient/distinguished levels was well below the state average for the last two years. Additionally, the school did not meet any proficiency or gap delivery targets for 2015-2016. These results highlighted a need for the school to carefully examine and monitor a curriculum that is aligned with state standards and provides students with challenging learning experiences to prepare them for success at the next level.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, showed that the school did not consistently provide challenging and equitable learning opportunities for students. It was

evident/very evident in 17 percent of classrooms that students "knew and strived to meet the high expectations established by the teacher." It was evident/very evident in only six percent of classrooms that students were "engaged in rigorous coursework, discussions, and/or tasks." Additionally, it was evident/very evident in 11 percent of classrooms that students were "tasked with activities and learning that were challenging but attainable."

Observation data also revealed it was evident/very evident in 11 percent of classrooms that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs." In 28 percent of classrooms, it was evident/very evident students had "differentiated learning opportunities and activities that met her/his needs." These results revealed opportunities to improve student learning by providing students with challenging learning experiences and curriculum that prepares them for success.

Stakeholder Survey Data:

Stakeholder survey data revealed that 73 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child," while only 53 percent of staff members agreed/strongly agreed "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills," suggesting that almost half of the staff could not confirm the use of a challenging curriculum and effective student learning tasks. Furthermore, 64 percent of staff members agreed/strongly agreed "Our school uses data to monitor student readiness and success at the next level." Only 76 percent of parents agreed/strongly agreed "My child is prepared for success in the next school year." These results illustrated a need for an intentional, focused curriculum that challenges students and prepares them for the next level. Survey open response data showed comments such as "Focus more on common core instruction, Go back to traditional teaching" and "More homework to keep them focus everyday on what they are learning."

Stakeholder Interview Data:

Interview data showed that staff members could not articulate which schoolwide curriculum was used to provide challenging and rigorous learning experiences for students at Maupin Elementary. During interviews, teachers generally reported many taught from the Waldorf Curriculum/Model and some taught the Kentucky Core Academic Standards.

Interview data showed many students reported that their work was not hard. One student, for example, shared, "I don't know math; I feel like we are not being prepared, because we are working on stuff that we were supposed to learn in kindergarten, and we are doing that in third grade." Moreover, some students reported that they did not feel they were being prepared for the next grade level. One student's statement echoed that of others, "The work is a review of all the grades. What we do is easy," and "I'm not ready for middle school."

Teacher interviews revealed the most significant challenges were quality instruction and the lack of curriculum guide and pacing guide implementation. School and district leader interview data revealed attempts had been

made to hit the "reset" button and implement a curriculum and instructional process that radically improved student learning. These data revealed an opportunity for the school to engage in collegial conversations to implement a challenging curriculum, develop rigorous student learning tasks that are closely monitored and adjust instruction based on student specific needs.

Documents and Artifacts:

A review of school council meeting minutes, the principal presentation and other documents and artifacts revealed the school had not established a school wide curriculum that provided students with challenging learning experiences. School leaders used three to four different walkthrough instruments that identified best practices in classrooms, but they had not established one school wide tool to provide feedback to teachers about curriculum and instruction. An examination of professional learning community (PLC) meeting minutes and agendas revealed little evidence of specific references to curriculum development and differentiated learning strategies.

Improvement Priority

Develop and implement a comprehensive, collaborative process by which school personnel use data from multiple assessments of student learning to monitor and adjust curriculum, instruction and assessment. Monitor and adjust the process to ensure vertical and horizontal alignment and it is aligned with the school's purpose and direction.
(Indicator 3.2)

Primary Indicator
Indicator 3.2

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in an addendum to this report, revealed the need to use data from multiple assessments of student learning to monitor and adjust curriculum and instruction. The Team noted only a small percent of third through fifth grade students reached the proficient and distinguished levels on the 2015-2016 K-PREP. The percent of students who scored proficient/distinguished in reading, mathematics, social studies, science and language mechanics declined while the percentage who scored novice increased in every content area. Furthermore, literacy trends for the primary grades showed students failed to meet benchmarks in all areas.

Stakeholder Survey Data:

Stakeholder survey data indicated that 54 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." Fifty-one 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." When prompted to answer the question "what would make your school better?" students generally responded similarly. One student, for example, stated, "Help the kids that have problems in math," and "More learning with activities." In addition, the Val Ed Survey results revealed that the implementation of a rigorous curriculum had a mean score of 3.27, which fell in the below basic range. These survey results illustrated a need for teachers to consistently use findings from data analysis to monitor and adjust instruction and curriculum.

Stakeholder Interview Data:

Interview data revealed that most staff members agreed the school lacked consistency with the sequence and pacing of the existing curriculum. Most teachers were unable to articulate how they used data to adjust curriculum or instructional practices. Interview data showed most staff members attended weekly PLC meetings and sometimes discussed curriculum, instruction and assessment with the Goal Clarity Coach. Teachers generally reported they were unsure how to make needed adjustments to the curriculum and adhere to the pacing guide. Interview data showed teacher comments included statements such as "I honestly feel like we all know there needs to be improvement but no one knows what to do, Our issues are systematic, It is very hard for teachers to maintain the amount of data needed with interventions, because our pyramid is upside down" and "The majority of our classes require Tier two and three instruction." Interview data indicated that teachers generally did not agree with regard to what teaching and learning should look like. Teacher comments, for example, included the following: "We are divided between those who want Waldorf and those who use traditional methods, We are divided on what the school should be" and "There are no clear expectations." Furthermore, teachers seldom were unable to articulate the components of the Maupin Way Instructional process. Overall, stakeholder interview data suggested an additional focus was needed to create a systematic process for analyzing data and adjusting instruction based on assessment data and the system needed to be supported and monitored by school administration.

Documents and Artifacts:

A review of documents and artifacts confirmed the school's Self Assessment rating of a Level I on Indicator 3.2. A review of documents and artifacts revealed a common PLC meeting agenda; however, the minutes did not include documentation describing how data were used to adjust instruction in the classroom. The Team found evidence of horizontal alignment in PLC meeting agendas. Yet, evidence of vertical alignment of curriculum and instruction was not identified within PLC meeting agendas and minutes.

Improvement Priority

Develop and implement a systematic process that guarantees teachers and support staff are trained in the evaluation and interpretation of data and use findings to determine verifiable improvements in student learning, including readiness and success at the next level. School personnel should consistently monitor data from multiple sources (e.g., cognitive and non-cognitive; comparison and trend) to evaluate the effectiveness of programs as well as to identify teacher professional development needs.
(Indicator 5.2, Indicator 5.4, SF2. Stakeholder Feedback Results and Analysis , SP2. Test Administration, SP3. Quality of Learning)

Primary Indicator
Indicator 5.4

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested that the school has not established processes for the systematic collection, analysis and use of data to improve student performance. The school did not meet its AMO goal in 2014 -2015 or 2015-2016. The percent of students scoring at the proficient/distinguished levels was well below the state average for the last two years in all K-PREP assessed content areas. The number of students scoring proficient/distinguished in reading declined at all grade levels.

The number of students scoring proficient/distinguished in third and fourth grade math declined. The number of students who scored proficient/distinguished in social studies, writing and language mechanics also decreased. In 2015-2016, only 3.6 percent of third grade students scored proficient/distinguished, which resulted in that grade having the lowest number of students reaching proficient/distinguished school wide. The school did not meet any proficiency or gap delivery targets for the 2015-2016 school year.

Stakeholder Survey Data:

Though TELL Survey results revealed that 96 percent of teachers agreed that they use assessment data to inform their instruction and determine improvement in student outcomes, school performance, observation and interview data indicated otherwise. Stakeholder survey data revealed that 64 percent of staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level." Seventy-one percent of parents agreed/ strongly agreed "Our school ensures that all staff members monitor and report the achievement of school goals." Survey data showed 54 percent of staff members agreed/strongly agreed, "Our school has a systematic process for collecting, analyzing and using data." These findings suggested a need for teachers to consistently analyze assessment data and monitor classroom instruction to ensure student are successful.

Stakeholder Interview Data:

Interview data indicated school leaders shared assessment data during faculty meetings and in PLC meetings, but limited evidence existed showing that teachers used data to adjust or change their instructional practices based on findings from data analysis. During staff interviews, teachers could not articulate how data were used to inform instruction. Interview data showed teachers saw and discussed data, but staff members generally said they engaged in few conversations specifically to develop next steps. For example, one teacher articulated, "We continue to talk about data. There is so much, so fast, that there isn't any follow up." Another teacher shared, "We talk about CASCADE data in PLC, but I need more training on how to use the data for RTI." Interview data revealed staff members typically acknowledged the need for additional professional development about analyzing and using data to inform classroom instruction.

Documents and Artifacts:

A review of the school's Self Assessment, PLC meeting agendas and classroom observation and interview data revealed that the school had not established a systematic process for analyzing and interpreting data and using findings to guide instructional changes. One teacher, for example, stated, "Data is discussed with the staff, but there is no systematic process in place to help teachers utilize the data to inform classroom instruction." Additionally, some documents indicated examples of discussions around data occurring in PLCs; however, interview data showed many staff members needed additional support and professional development on how to analyze and interpret data and use findings to inform instructional practices and improve student achievement.

Improvement Priority

Develop, communicate, implement and monitor a school wide instructional process that clearly informs students of learning expectations and requires teachers to use high-yield instructional strategies. Require and monitor the consistent use of exemplars to guide student learning. Administer frequent, formative assessments that align to content standards and use the results to address the individual needs of students. Use instructional strategies that enable students to self reflect, collaborate, develop critical thinking skills, experience individualized instruction and maximize technology as an instructional resource and student learning tool.
(Indicator 3.3, Indicator 3.6)

Primary Indicator
Indicator 3.3

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachment to this report, revealed that 88.3 percent of students did not score proficient in reading on the 2015-2016 Kentucky Performance Rating for Educational Progress (K-PREP). Additionally, the school's Annual Measurable Objective (AMO) score declined from 49.6 in 2014-2015 to 18.5 in 2015-2016. These results indicated a need to examine the school's instructional process in support of student learning.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, did not reveal evidence that the school was implementing high-yield instructional strategies that require students to self-reflect, collaborate and engage in rigorous coursework. In 17 percent of classrooms, it was evident/very evident that students were "asked and responded to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)." Additionally, it was evident/very evident in zero percent of classrooms that students were provided "exemplars of high quality work" and used "digital tools/technology to gather, evaluate,

and/or use information for learning."

Moreover, it was evident/very evident in six percent of classrooms that students were "engaged in rigorous coursework, discussions, and/or tasks." In 28 percent of classrooms, it was evident/very evident that students were "actively engaged in the learning activities." Further, classroom observation data reflected that 11 percent of students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs." These results revealed a need for school leaders to carefully monitor the implementation of instructional strategies that impact teaching and learning.

Stakeholder Survey Data:

Stakeholder survey data revealed that 64 percent of students agreed/strongly agreed with the statement, "My teachers listen to me," while only 69 percent of parents agreed/strongly agreed with the statement, "My child has up-to-date computers and other technology to learn." Additionally, 56 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."

Furthermore, 51 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills." Additionally, 32 percent of staff members agreed/strongly agreed with this statement, "All teachers in our school use a variety of technologies as instructional resources."

Finally, 58 percent of staff members agreed/strongly agreed that "All teachers in our school use a process to inform students of their learning expectations and standards of performance," while 51 percent of staff members agreed/strongly agreed that "All teachers in our school provide students with specific and timely feedback about their learning," and 51 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." These findings revealed a need for a clearly defined instructional process that provides students with specific and immediate feedback about their learning.

Stakeholder Interview Data:

Interview data revealed staff members perceived a lack of consistency across grade levels in the implemented curriculum and in the pacing of the curriculum. Also, interview data indicated that student assignments frequently lacked rigor and were not based on a challenging curriculum. Data also revealed many teachers had difficulty creating and planning differentiated instruction and student learning tasks based on data analysis. While PLC meeting minutes revealed teachers reflected on assessment results, these documents did not reveal articulated next steps specifically designed to address individual student learning needs. Most teachers were unable to identify how instructional initiatives and formative assessment results impacted their instruction.

Also, interview data revealed that many district leaders and staff members expressed a need for teachers to use differentiated instructional strategies, formative assessments aligned to standards and instruction, critical

thinking activities and differentiated instructional activities.

Documents and Artifacts:

A review of faculty meeting minutes, instructional leadership team meeting minutes, classroom schedules, leadership evidence and survey data revealed the school had established initiatives to meet student learning needs; however, classroom observation, stakeholder interview and survey data did not indicate initiatives were effectively and consistently implemented with fidelity. Furthermore, classroom schedules, observation data and student performance documents revealed a loss of instructional time, lack of a clear instructional process and learning progression and low levels of student engagement throughout the school. Classroom observation data showed a lack of differentiated instruction, higher-order thinking and quality formative assessments. Although professional development had occurred regarding instructional strategies in literacy, the use of these strategies had not transferred to classroom practices.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional 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 enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.40

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	1.00
2.2	The governing body operates responsibly and functions effectively.	1.00
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	1.40
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.20
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score
Questionnaire Administration	4.00
Stakeholder Feedback Results and Analysis	2.00

Findings

Improvement Priority

Establish and commit to an academic culture that guarantees 1) shared values and beliefs about teaching and learning; 2) challenging educational programs and equitable learning experiences; 3) a strong commitment to instructional practices that promote active student engagement, depth of understanding and the application of knowledge and skills and 4) high expectations for professional practice.
(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested that instructional strategies had not resulted in successful student outcomes. The school did not meet its AMO goal in 2014-2015 or 2015-2016. The percentage of students scoring proficient/distinguished in reading declined 6.6 percentage points from 2014-2015 to 2015-2016. Additionally, the percentage of students scoring proficient/distinguished in math declined 8.4 percentage points from 2014-2015 to 2015-2016. The percentage of students scoring proficient/distinguished in social studies declined 5.9 percentage points from 2014-2015 to 2015-2016. The school did not meet any proficiency or gap delivery targets for the 2015-2016 school year. The Team identified that establishing a positive academic culture for the school and committing to high expectations and challenging learning experiences for all students could serve as an area that could be leveraged to increase student achievement.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed the lack of consistently implemented high-yield instructional strategies across content areas and grade levels

that provided differentiated learning opportunities. It was evident/very evident in six percent of classrooms that students were "Engaged in rigorous coursework, discussions, and/or tasks." Further, it was evident/very evident in 17 percent of classrooms that students "Knew and strived to meet the high expectations established by the teacher." Also, it was evident/very evident in 11 percent of the classrooms that students were tasked with activities and learning that were "Challenging but attainable." In 17 percent of classrooms, it was evident/very evident that "Students were asked and responded to questions that required higher order thinking." Finally, in 11 percent of classrooms, "Students were provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs." Of concern to the Team was that in only 28 percent of classes, students were "Actively engaged in the learning activities."

Stakeholder Survey Data:

Stakeholder feedback indicated 73 percent of parents agreed/strongly agreed, "All my child's teachers give work that challenges my child." Fifty-five percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making." Additionally, 53 percent of staff members agreed/strongly agreed, "In our school, challenging curriculum and learning experiences provided equity for all students in the development of learning, thinking and life skills."

Stakeholder Interview Data:

Interview data revealed a lack of cohesion, teamwork and trust at the school. During interviews, many staff members expressed concern about the division among teachers and whether to use Waldorf practices, Bellarmine literacy practices or Kentucky state standards. Additionally, many stakeholders shared their concern that students were not getting the necessary instruction to increase their reading and math ability. Though some staff members expressed that improvements have been made since last year, others were concerned about the school's culture and climate as well as the direction of the school in achieving academic improvements. Student interview data revealed many students desired more challenging instruction as evidenced by one student's comment, "We need hard work at this school. The work is not challenging enough."

Documents and Artifacts:

A review of Maupin's vision statement revealed an emphasis on providing strong academic competencies, intellectual curiosity, kindness for others and a commitment to making the world a better place; however, school documents, artifacts, student performance data and the Self Assessment document revealed that these values were not embraced by all staff members. Additionally, classroom observation data revealed limited evidence of teachers providing students with an equitable curriculum that met their needs. Although the school's core values included the requirement to provide rich literacy experiences for students, the Team found little evidence that students were involved in rigorous literacy coursework, discussions or learning tasks. Additionally, relevant, meaningful learning experiences that connected to student lives were articulated core values. However, the Team observed that in only 22 percent of classrooms, students "Made connections from content to real life experiences."

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	1.80
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	1.20
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	1.20
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	1.80

Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	1.80

Conclusion

The principal has served in that position for one and a half years. The principal recently facilitated the creation of new mission, vision and core value statements to signify a change in direction and a renewed commitment to improve student outcomes. Student enrollment had vacillated from 450 in 2015 to current enrollment of 428 students. The school had experienced leadership changes, student behavioral issues, declining student achievement scores, teacher retention, low teacher morale, student attendance and mobility issues and a lack of parental involvement. Maupin Elementary is the lowest performing school in Kentucky. However, the principal embraced a new vision for what good instruction should look like at Maupin Elementary. The Diagnostic Review Team noted that the leader of the school exuded an honest, committed and relentless demeanor and genuinely appeared to care about all students.

In 2014, as part of Jefferson County Public School District of Innovation Design competition, Maupin Elementary School's proposal was one of two winners to serve as a School of Innovation. The model was identified as "The Catalpa Model," with the mission of providing an approach to education that blended Waldorf methods with Kentucky Core Academic Standards. The vision was to educate the child rhythmically and respectfully by using methods inspired by the Waldorf tradition.

The Catalpa Model was implemented at the beginning of the 2015-2016 school year. The stated mission and implementation of the vision drew a plethora of obstacles and challenges from teachers, parents and the community. As a result, all but one certified teacher transferred to another school. With a new teaching staff, of which eight were in their first year of teaching, and a new approach to teaching and delivering instruction, the school experienced many challenges, which included lost instructional time, behavioral issues, a misalignment of Waldorf-inspired approach with Kentucky Core Academic Standards and teachers confused about whether to teach state standards or Waldorf methods.

With declining student achievement in 2015-2016, the district office supported the principal and her leadership team as they renewed their efforts to cast a new vision for the school by hitting the "reset" button and finding common ground and agreement about the school exit (mission) and their hope for the future (vision). Understandably, the principal of the school felt a need to refocus the school on its curriculum and delivery of instructional best practices.

The newly created mission of the school is to engage the head, heart and hands in learning experiences that build intellect, compassion and creativity. Similarly, the new vision of the school is that every child goes forth with strong academic competencies, intellectual curiosity, kindness for others and a commitment to making the world a better place. With this facilitation of a newly created mission, vision and core belief statements, the leader of the school exhibited and articulated hope for a changed direction and a new commitment to propel student growth and academic outcomes. Though the new mission and vision statements were posted in every classroom, the Team observed a few teachers yelling, "talking down" to students and experiencing frustration with student behavioral issues. Teacher interviews revealed that some staff members perceived that students experienced no consequences for misbehaving. One teacher asserted, "There are a lot of behavioral issues, but no one does anything about them."

The Team agreed that teachers needed additional support to create a culture and climate conducive to learning.

During Team interviews, when asked to describe the school in one word, students, parents, and staff members responded with words such as "different, unique, disaster, hopeful, encouraging, bad, fights, crazy, educational, bullies, wild, easy, respectful, confusing, sarcastic, fun, joyful" and "caring." These stakeholder responses paralleled the divisive culture and climate observed by the Team. An interview with the principal confirmed, "There is a divisiveness in culture and climate around best teaching practices in the school." Equally, the Team concurred that uniting stakeholders through a unified culture of shared values and beliefs about teaching and learning and commitment to highly effective instructional practices were critical areas for improvement.

The principal expressed hope that instructional initiatives such as the newly created instructional process called "The Maupin Way," essential standards in reading and math, balanced literacy system, targeted professional development in English language arts, student engagement and other best practice strategies placed the school on a trajectory for improvement in student achievement. The principal revealed that "Everyone is not embracing our PD and teachers are resistant to change, but I am still trying to help them improve by using data. What matters most is that students are learning." Stakeholder interview, survey and student achievement data validated the need for a laser-focused, school-wide instructional process that clearly informed students of learning expectations and required teachers to use high-yield instructional strategies.

During classroom observations, the Team observed some teachers using the Waldorf method to teach students while others were teaching state standards. During staff interviews, a pocket of teachers expressed, "We should teach in a way that is developmentally appropriate for kids, the Waldorf way." Conversely, other teachers made statements such as "I don't understand Waldorf totally; The new program has divided the staff; I teach the traditional way, using state standards; When students failed the interim assessment, we shifted and we have a clearer vision and mission now."

Although school leadership had made a collaborative effort to leverage improvements around literacy and math instruction this school year, classroom observation data revealed classrooms with low student engagement, absence of differentiated learning opportunities, limited rigorous learning tasks and low expectations of students. Additionally, the Team seldom observed students engaged in high quality work and equitable learning activities. The Team agreed that the school should find ways to actively engage students in the learning process and hold them accountable to high expectations.

An opportunity exists for the principal to assist teachers improve their classroom practices, commit to a culture of shared values and beliefs about highly effective teaching and learning practices, implement challenging educational programs and use high yield instructional strategies, which would promote continuous improvement and change student learning outcomes.

Finally, the leadership team must consistently monitor and participate in professional learning community

meetings to help teachers understand how to use findings from data analysis to adjust curriculum and instruction. To increase growth toward proficiency and to provide opportunities to leverage school improvement, the school could benefit from developing a systematic process for analyzing data to make changes in programming, creating a viable curriculum and using highly effective instructional practices. The Team agreed that the school needed to carefully examine and use a viable curriculum that will verifiably improve student learning and increase academic outcomes. Classroom observation and stakeholder interview data, survey results and a review of documentation suggested the school had not collaboratively used data from multiple student assessments to monitor and adjust curriculum and instruction to enhance learning outcomes. Teachers need additional support and training on how to use data results to make changes in their classrooms. Additionally, teachers need face-to-face feedback from the school leader to enhance their professional practices and become highly effective teachers.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Create and consistently implement challenging curriculum and learning experiences that provide equitable opportunities for students to develop learning, thinking and life skills that lead to success at the next level.
- Develop and implement a comprehensive, collaborative process by which school personnel use data from multiple assessments of student learning to monitor and adjust curriculum, instruction and assessment. Monitor and adjust the process to ensure vertical and horizontal alignment and it is aligned with the school's purpose and direction.
- Develop and implement a systematic process that guarantees teachers and support staff are trained in the evaluation and interpretation of data and use findings to determine verifiable improvements in student learning, including readiness and success at the next level. School personnel should consistently monitor data from multiple sources (e.g., cognitive and non-cognitive; comparison and trend) to evaluate the effectiveness of programs as well as to identify teacher professional development needs.
- Develop, communicate, implement and monitor a school wide instructional process that clearly informs students of learning expectations and requires teachers to use high-yield instructional strategies. Require and monitor the consistent use of exemplars to guide student learning. Administer frequent, formative assessments that align to content standards and use the results to address the individual needs of students. Use instructional strategies that enable students to self reflect, collaborate, develop critical thinking skills, experience individualized instruction and maximize technology as an instructional resource and student learning tool.
- Establish and commit to an academic culture that guarantees 1) shared values and beliefs about teaching and learning; 2) challenging educational programs and equitable learning experiences; 3) a strong commitment to instructional practices that promote active student engagement, depth of understanding and the application of knowledge and skills and 4) high expectations for professional practice.

Addenda

Team Roster

Member	Brief Biography
Dr. Margaret Gilmore	Dr. Margaret Gilmore serves as a Transformation Leadership Coach for South Carolina Department of Education. She has over 33 years of experience in education and is successful in building the capacity of school leaders and teachers in fostering a culture that supports challenging and equitable learning experiences for all students. Also, as a Diagnostic Review Lead Evaluator for AdvancED, Dr. Gilmore provides leadership in leading comprehensive evidence-based External Review Teams in uncovering root causes for underperforming schools and guides improvement actions. She has served as an administrator in numerous leadership roles. In her role as Assistant Chief Academic Office for Shelby County School District, she was responsible for the daily, effective and efficient delivery of instructional programs and assisted in providing direct oversight of curriculum, instruction and school improvement initiatives. She was also responsible for leading bi-weekly collaboratives with Instructional Leadership Directors to strengthen the overall instructional leadership landscape for over 250 schools. Further, she organized instructional learning walks for all principals in the district which resulted in principals observing classrooms in cohorts and developing a common language around what rigorous instruction should look like in every classroom. Additionally, Dr. Gilmore served as a District Administrator in the capacity of Instructional Supervisor/Manager of Curriculum & Instruction for Shelby County Schools where she provided coaching, training, support and critical feedback to school leader and teachers. She served as a Lead Evaluator for numerous accreditation external review teams in Tennessee and led Shelby County School System to achieve its 1st AdvancED System's Accreditation in 2011. Other leadership roles include District/School Accreditation Coordinator, District/School Improvement Planning Coordinator, Charter School Supervisor, Universities' Partnership Manager, and Director of School Leadership Grant for Priority Schools. In her journey as an educator, Dr. Gilmore has also served as a classroom teacher in rural, urban, and suburban settings in Arkansas, Georgia and Tennessee. Dr. Gilmore holds a Doctorate in Educational Leadership & Policy Studies from University of Memphis. Additionally, she received her principal's licensure from University of Memphis Leadership Scholars Program (2 year rigorous Urban School Leadership Program) and was awarded U of M Leadership Award. She earned a Masters in Special Education and Bachelor of Science in Elementary Education from Arkansas State University.
Ms. Leesa K. Moman	Leesa Moman has over 35 years experience in education and currently serves as an Educational Recovery Leader with the Kentucky Department of Education (KDE) providing support to identified focus school districts as they work to improve student academic performance. Her previous work included positions as a Highly Skilled Educator and Educational Recovery Director for KDE. Leesa also has work experiences in Daviess County Schools, KY as a special education teacher, special education consultant, principal, director of special education and assistant superintendent. She also currently serves as an adjunct professor at Western Kentucky University in Owensboro, KY.
Mr. Seth Green	Seth Green currently serves as the Assistant Principal at West Middle School in Shelbyville, Kentucky, Mr. Green has 9 years of teaching experience in 8th grade Science. Seth Green holds a Bachelor of Middle School Education and a Masters degree in Educational Leadership.

Member	Brief Biography
Mrs. Alison Marie Gregory	Mrs. Gregory has been an educator for 16 years. She earned her Bachelors Degree in Education and Master of Arts in Secondary Guidance. Her Rank I is in Administrative Instructional Leadership and she has an endorsement in gifted and talented education. Mrs. Gregory has served as a high school teacher, Curriculum, Instruction, Assessment/Gifted and Talented Coordinator, assistant principal at both the high school and middle school levels, and currently serves as an elementary principal in Graves County, Kentucky.
Tony Watts	Tony Watts entered the education field in 2000 after working for 7 years in the Restaurant business. Tony earned his teaching certificate and masters degree through the MAT program at Northern Kentucky University. Tony continued his education and earned a masters in leadership, supervisor of instruction certification, and superintendent certification. Tony has worked in diverse districts during his tenure. He was an English teacher and Dean of Discipline at Holmes Middle School. He was an assistant principal at Conner High School and became the principal at Newport High School. Tony led Newport High School out of PLA status. Tony is currently an Educational Recovery Leader at Dayton High School.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Attachments

The following attachments have been included in this report.

1. Student Performance Data Analysis
2. Stakeholder Survey Plus/Delta
3. Diagnostic Review Team Schedule

Student Performance Data Template

School Name: Maupin Elementary School

School Performance Results

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	29.1	30.1	18.5	NO	YES	N/A

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	53.2	54.2	49.6	NO	YES	N/A

Plus
- Maupin Elementary School met its Participation Rate goal in 2014-2015 and 2015-2016.

Delta:
- Maupin Elementary did not meet its AMO goal in 2014-2015 and 2015-2016.
- The school's Annual Measurable Objective (AMO) score declined from 49.6 in 2014-2015 to 18.5 in 2015-2016.

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the Kentucky Performance Rating for Educational Progress (K-PREP) Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (2014-15)	%P/D State (2014-15)	%P/D School (2015-16)	%P/D State (2015-16)
Reading	**18.3**	**54.2**	**11.7**	**56.0**
3rd grade	17.9	54.3	**10.9**	53.7
4th grade	16.9	52.2	**9.7**	56.3
5th grade	20.0	56.0	**15.9**	58.1
Math	16.6	48.8	**8.2**	**51.8**
3rd grade	9.5	47.6	**3.6**	47.7
4th grade	27.7	48.6	**6.9**	51.7
5th grade	15.0	50.3	**15.9**	56.1
Social Studies	15.0	60.6	**9.1**	**57.7**
5th grade	15.0	60.6	**9.1**	57.7

Writing	3.8	43.8	**4.5**	**41.0**
5th grade	3.8	43.8	**4.5**	41.0
Language Mech.	23.1	55.6	**8.3**	**51.9**
4th grade	23.1	55.6	**8.3**	51.9

Plus

- The percentage of students scoring proficient/distinguished in fifth grade math increased from 15.0 in 2014-2015 to 15.9 in the 2015-2016 school year.

Delta:
- Student performance data from the 2015-2016 indicated that students scoring proficient/distinguished in reading, math, social studies, writing and language mechanics are significantly below state averages for all grades.
- Student performance data from the 2015-2016 School Report Card for Maupin Elementary indicated that all but one content/grade area showed a negative trend.
- The percentage of students scoring proficient/distinguished in reading declined 6.6 percentage points from 2014-2015 to 2015-2016.
- The percentage of students scoring proficient/distinguished in math declined 8.4 percentage points from 2014-2015 to 2015-2016.
- The percentage of students scoring proficient/distinguished in social studies declined 5.9 percentage points from 2014-2015 to 2015-2016.
- The percentage of students scoring proficient/distinguished in language mechanics declined 14.8 percentage points from 2014-2015 to 2015-2016.

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	39.3	10.9	NO	38.6	10.9	NO
Reading	39.8	12.8	NO	39.4	12.8	NO
Math	38.7	8.9	NO	37.6	8.9	NO
Social Studies	43.0	9.1	NO	42.5	9.1	NO
Writing	30.6	4.5	NO	30.6	4.5	NO

Delta
- Maupin Elementary School did not meet any proficiency or gap delivery targets for the 2015-2016 school year.

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	2.19	2.00	2.25	2.20	8.6	Proficient
Practical Living	2.25	2.0	2.0	2.0	8.3	Proficient
Writing	2.17	2.38	2.28	2.14	9.1	Proficient
K-3	2.38	2.25	2.25	2.0	8.9	Proficient
World Language and Global Competency*	0.31	0	1.88	0.08	2.3	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Plus
- Four of the five Program Review areas were classified as proficient.
- Program Review scores for 2015-2016 showed a "Proficient" rating in arts and humanities, practical living, writing and K-3.
- Writing was the highest score with a 9.1 of 12 possible points.
- Administrative/Leadership Support and Monitoring program area showed the highest score in writing and arts & humanities.

Delta:
- Program Review scores for 2015-2016 indicated a "Needs Improvement" rating in world language and global competency, which scored the lowest out of all four Program Reviews.

The Survey Plus/Delta is the team's brief analysis all stakeholder survey data which is intended to highlight areas of strength (pluses) that were identified through the survey process as well as leverage points for improvement (deltas).

Teaching and Learning Impact

Plus: (minimum of 90 percent agreed/strongly agreed)

1. 95 percent of students agreed/strongly agreed with the statement, "My school has computers to help me learn."
2. 91 percent of students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
3. 93 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers help me to understand my child's progress."
4. 90 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers report on my child's progress in easy to understand language."
5. 94 percent of parents agreed/strongly agreed with the statement, "My child has at least one adult advocate in the school."

Delta:

1. 51 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."
2. 32 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources."
3. 33 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
4. 51 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."
5. 49 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."
6. 49 percent of staff members agreed/strongly agreed with the statement, "Our school employs consistent assessment measures across classrooms and courses."
7. 42 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."
8. 71 percent of parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Leadership Capacity

Plus:

1. 91 percent of students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
2. 92 percent of students agreed/strongly agreed with the statement, "In my school my teachers want me to do my best work."
3. 93 percent of students agreed/strongly agreed with the statement. "All of my child's teachers help me to understand my child's progress."
4. 90 percent of students agreed/strongly agreed with the statement, "All of my child's teachers report on my child's progress in easy to understand language."

Delta:

1. 52 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
2. 52 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."
3. 49 percent of staff members agreed/strongly agreed with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."
4. 52 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."
5. 47 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."
6. 47 percent of students agreed/strongly agreed with the statement, "In my school students treat adults with respect."
7. 51 percent of students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
8. 67 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

Resource Utilization

Plus:

1. 91 percent of students agreed/strongly agreed with the statement, "My school has many places I can learn, such as a library."
2. 95 percent of students agreed/strongly agreed with the statement, "My school has computers to help me learn."

Delta:

1. 57 percent of staff members agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."
2. 64 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."
3. 62 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."
4. 56 percent of staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
5. 36 percent of staff members agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."
6. 63 percent of staff members agreed/strongly agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."
7. 67 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."

Diagnostic Review Team Schedule

Maupin Elementary School

Sunday, January 22, 2017

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Team Members
2:00 p.m. - 3:15 p.m.	Interview District Officials	Hotel	Lead & Co-Lead Evaluators
4:00 p.m. - 5:00 p.m.	Orientation and Planning Session	Hotel Conference Room	Team Members
5:00 p.m. - 5:45 p.m.	Principal's Overview Presentation	Hotel Conference Room	Team Members & Principal
6:00 p.m. - 8:30 p.m.	Team Work Session #1 • Review initial indicator ratings for all indicators • Review team schedule and individual team member responsibilities • Review classroom observations and interview schedule • Prepare questions for principal & stakeholder interviews	Hotel Conference Room	Team Members

Monday, January 23, 2017

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
8:00 a.m.	Team arrives at school	School Office	Team Members
8:05 a.m. – 9:00 a.m.	Team sets up in workroom	Team Workroom	Team Members
9:00 a.m. – 3:45 p.m.	Classroom Observations, Stakeholder Interviews	Team Workroom/Classrooms/ Conference Room	Team Members
12:00 –12:30 p.m.	Lunch & Team Meeting	Team Workroom	Team Members
12:05 p.m.- 3:40 p.m.	Stakeholder Interviews	Team Workroom/Classrooms/ Conference Room	Team Members
4:00 p.m.	Travel back to hotel		Team Members
4:00 – 6:00 p.m.	Dinner/Break		Team Members
6:00 - 9:30 p.m.	Evening Work Session #2 • Review eleot™ observations & results • Reflect on data, observations, and interviews	Hotel Conference Room	Team Members

	• Review individual second ratings for all indicators • Discuss & determine potential improvement Priorities with data points to support each one		

Tuesday, January 24, 2017

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
8:15 a.m.	Team arrives at school	Team Workroom	Team Members
8:15 a.m. – 12:00 noon	Review of documents and artifacts Common area observations	Team Workroom	Team Members
8:15 a.m. – 12:00 noon	Stakeholder Interviews Classroom Observations	Classrooms & Conference Room	Team Members
12:00 noon – 12:30 p.m.	Lunch & Team Debrief	Team Workroom	Team Members
12:30 p.m. – 4:00 p.m.	Review of documents and artifacts Common area observations	Team Workroom Common Areas	Team Members
4:00 p.m.	Travel back to hotel		Team Members
4:00 p.m. – 6:00 p.m.	Dinner/Break		Team Members
6:00 p.m. – 9:00 p.m.	Evening Work Session #3 • Reflections • Determine individual final ratings for standards and indicators • Review eleot™ observation results • Review documents and artifacts • Finalize Improvement Priorities & Powerful Practices • Write evidence for each • Learning environment narratives • Review Leadership Assessment Addendum	Hotel Conference Room	Team Members

Wednesday, January 25, 2017

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
7:15 a.m.	Check out of hotel	Hotel	Team Members
8:00 a.m. - 9:00 a.m.	KDE Leadership Determination Meeting	Team Workroom	Team Members & KDE
9:00 a.m. – 9:30 a.m.	Travel to the school	Team Workroom	Team Members
9:30 a.m. – 11:25 a.m.	Edit report	Team Workroom	Team Members
11:25 a.m. – 11:30 a.m.	Principal Oral Exit Meeting	Team Workroom	Lead & Associate Lead