

January 21 – 24, 2018



AdvancED® Engagement Review Report



AdvancED® Diagnostic Review

Results for:

Marion C. Moore School
6415 Outer Loop
Louisville, Kentucky 40228

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-level Administrators	2
Building-level Administrators	10
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	10
Certified Staff	46
Non-certified Staff	26
Students	53
Parents	13
Total	160

AdvancED Standards Diagnostic Results

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

Leadership Capacity Domain

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

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

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

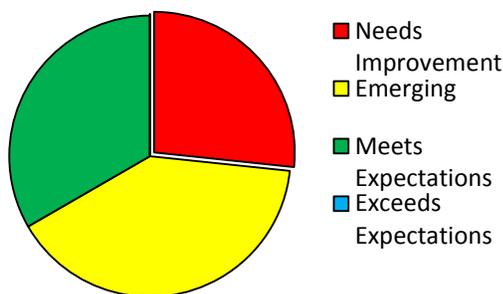
Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement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

Resource Capacity Domain

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

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

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



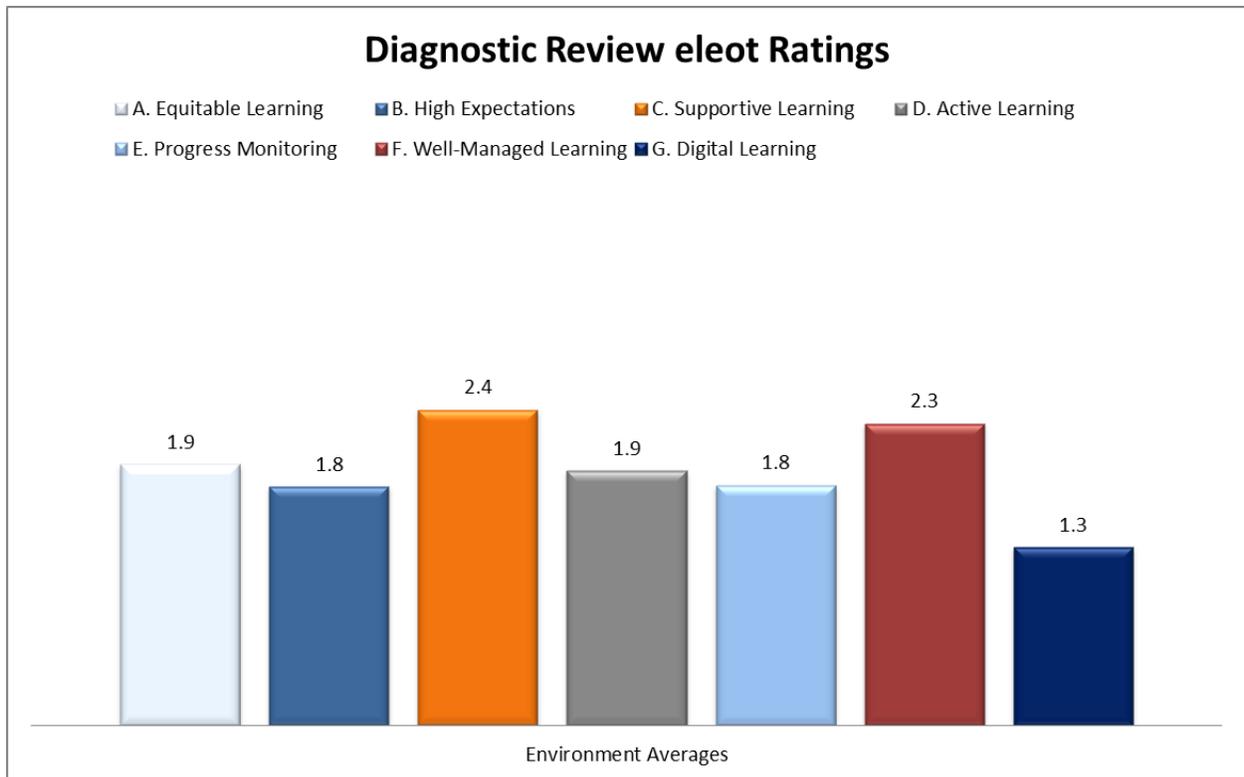
Rating	Number of Standards
Needs Improvement	8
Emerging	12
Meets Expectations	10
Exceeds Expectations	0

Effective Learning Environments Observation Tool® (eleot®)

Results

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

Every member of the Diagnostic Review Team is required to be eleot-certified and pass a certification exam that establishes inter-rater reliability. Team members conducted 39 observations with eleot during the Diagnostic Review process, including all learning environments covering core content areas. The following provides the aggregate data across multiple observations for each of the seven learning environments included in eleot.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	82%	15%	0%	3%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	15%	23%	54%	8%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	3%	38%	51%	8%
A4	1.4	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	72%	21%	5%	3%
Overall rating on a 4 point scale:			1.9			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	28%	59%	13%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	21%	62%	18%	0%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	49%	49%	3%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	18%	72%	10%	0%
B5	1.6	Learners take responsibility for and are self-directed in their learning.	44%	49%	8%	0%
Overall rating on a 4 point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	18%	54%	26%	3%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	5%	46%	44%	5%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	10%	44%	44%	3%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	46%	49%	0%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	15%	46%	38%	0%
D2	1.7	Learners make connections from content to real-life experiences.	41%	49%	10%	0%
D3	2.2	Learners are actively engaged in the learning activities.	10%	59%	31%	0%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	67%	18%	15%	0%
Overall rating on a 4 point scale:			1.9			

E. Progress Monitoring Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	51%	41%	8%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	51%	26%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	5%	69%	26%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	67%	28%	5%	0%
Overall rating on a 4 point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	5%	46%	44%	5%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	15%	41%	44%	0%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	21%	49%	31%	0%
F4	2.2	Learners use classtime purposefully with minimal wasted time or disruptions.	18%	49%	33%	0%
Overall rating on a 4 point scale:			2.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	67%	5%	21%	8%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	90%	3%	5%	3%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	95%	3%	0%	3%
Overall rating on a 4 point scale:		1.3				

eleot Narrative

Classroom observation data revealed students were rarely exposed to differentiated learning opportunities, high expectations or rigorous course work. Students had few differentiated learning tasks or ongoing activities to connect classwork with their own and others’ backgrounds and real-life experiences. In most classrooms, varied instructional practices were seldom observed and minimal opportunities existed for students to understand how their learning connected to the realities of their lives. Additionally, classroom observation data revealed a lack of student understanding about how work was assessed. Use of frequent, formative assessments for learning and high quality exemplars to guide student work were uncommon practices in classrooms. Following is a summary of findings from classroom observation data and leverage points for consideration when establishing school improvement goals.

The Equitable Learning Environment, which earned an overall rating of 1.9 on a four-point scale, focused on students engaged in differentiated learning activities that varied depending on their prior knowledge, interests or understanding of concepts. Observation data revealed it was evident/very evident in three percent of classrooms that students engaged in “differentiated learning opportunities” (A1). Additionally, it was evident/very evident that students had “equal access to discussions, activities, resources, technology and support” (A2) in 62 percent of classrooms. These findings supported the Improvement Priority related to consistent and deliberate planning and implementation of instructional strategies (e.g., differentiation, student collaboration, self-reflection, development of critical thinking skills).

The High Expectations Learning Environment earned an overall rating of 1.8 on a four-point scale and focused on students engaged in rigorous work with the expectation that they rise to the challenge and persevere through difficult learning tasks. Observation data for the High Expectations Learning Environment revealed instances of students who demonstrated and/or described “high quality work” (B3) were evident/very evident in three percent of classrooms. In addition, it was evident/very evident in 13 percent of classrooms that students strived to meet or were able to articulate “the high expectations established by themselves and/or the teacher” (B1). It was evident/very evident in eight percent of classrooms that students took “responsibility for and were self-directed in their learning” (B5). Each item in this Learning Environment represented a possible leverage point for improvement in instructional practices through staff development and deliberate planning.

The Active Learning Environment earned an overall, average rating of 1.9 on a four-point scale. This Learning Environment focused on students engaging in discussions, connecting content to real-life and actively engaging in the learning process. The item receiving the lowest average rating (1.5 on a four-point scale) related to students collaborating “with peers to accomplish/complete projects, activities, tasks and/or assignments” (D4), which was evident/very evident in 15 percent of classrooms. Instances in which students made connections “from content to real-life experiences” (D2) were evident/very evident in 10 percent of classrooms. These findings illuminated possible areas to leverage to enhance student engagement.

The Progress Monitoring and Feedback Learning Environment earned an overall, average rating of 1.8 on a four-point scale and focused on providing authentic feedback to students to improve their individual progress and learning. It was evident/very evident in five percent of classrooms that students understood and/or were able to “explain how their own work is assessed” (E4). Additionally, in eight percent of classrooms, it was evident/very evident that students monitored “their own progress or have mechanisms whereby their learning progress” was “monitored” (E1). Providing opportunities for teachers to share strategies and best practices about formative assessments, rubrics and exemplars and to engage students in self-monitoring could improve student performance. Collectively, these findings support the Improvement Priority related to developing and implementing a systematic process for analyzing data to determine verifiable improvement in student learning.

The overall rating for the Digital Learning Environment was 1.3 on a four-point scale, which was the lowest score of the seven Learning Environments. Items in this Learning Environment focused on students using technology to gather, evaluate, research, solve problems, create, communicate and collaborate for learning. It was evident/very evident in three percent of classrooms that students used digital tools/technology to “communicate and/or work collaboratively for learning” (G3). Classroom observation data also revealed that in eight percent of classrooms it was evident/very evident that students used digital tools/technology to “conduct research, solve problems, and/or create original works for learning” (G2). These data suggested the absence of a systematic instructional process that engaged students in learning to achievement of academic expectations. Technology was typically used by students to access information or take tests.

Findings

Improvement Priorities

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

Improvement Priority

Establish, implement, monitor and communicate a systematic continuous improvement process that provides clear direction for improving conditions that support and impact instruction and student learning. This process should include the following documented steps: 1) procedures for analyzing and disaggregating data, 2) assessing instructional strategies that lead to best practice instruction and 3) developing and implementing a school-wide, evidence-based walkthrough evaluation process that ensures adjustments in instruction occur to meet individual student needs and improve professional practice. (Primary Standard 1.3, Secondary Standard 2.7)

Evidence:

Student Performance Data:

Student performance data, as detailed in an attachment to this report, revealed the percent of students at Marion C. Moore School scoring at proficient/distinguished levels on the Kentucky Performance Rating for Educational Progress (K-PREP) End-of-Course assessments decreased from 2015-2016 to 2016-2017 in the following areas: 1) sixth grade reading (39.5 to 32.1), mathematics (34.7 to 19.8) and language mechanics (26.2 to 21.0) and 2) seventh grade reading (35.9 to 35.7) and mathematics (27.1 to 21.4). Additionally, the percent of students scoring proficient/distinguished in all content areas and grade levels remained significantly lower than the state averages during both school years (2015-2016 and 2016-2017). Writing emerged as the subject area with the lowest number of students scoring at the proficient/distinguished levels on both administrations of the K-PREP End-of-Course assessments (17.9 in 2015-16 and 18.4 in 2016-2017). In 2016-2017, no proficiency or gap delivery target was met in any content area and actual scores in all content areas were significantly below proficiency and gap delivery targets. Additionally, writing had the lowest actual score of all content areas in both proficiency and gap delivery targets.

Classroom Observation Data:

Classroom observation data, as detailed previously in this report, suggested instruction was not monitored and adjusted to meet individual student needs and learning expectations. It was evident/very evident in three percent of classrooms that students engaged in “differentiated learning opportunities and/or activities that meet their needs” (A1). Further, instances of students who monitored “their own learning progress” or had “mechanisms whereby their learning progress” was “monitored” (E1) were evident/very evident in eight percent of classrooms. It was evident/very evident in 26 percent of classrooms that students received and responded to “feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Students who demonstrated and/or verbalized “understanding of the lesson/content” (E3) were evident/very evident in 26 percent of classrooms. Additionally, instances where students understood and/or were able to “explain how their work is assessed” (E4) were evident/very evident in five percent of classrooms.

Stakeholder Interview Data:

Stakeholder interview data revealed teachers and administrators could not explain a continuous improvement process. Interview data further revealed that teachers were unable to describe the continuous improvement planning process used at Marion C. Moore School. While most teachers acknowledged walkthrough observations occurred, the Diagnostic Review Team found no evidence of walkthrough data used to evaluate instructional effectiveness. Additionally, teacher interview data showed that individual feedback was not consistently provided to teachers following walkthroughs and that, when provided, the focus typically was on culture and not on instructional strategies. Interview data also revealed that while most teachers met in monthly professional learning community (PLC) meetings, few were able to articulate how they used that time for disaggregating data to guide instruction. When asked about individual needs of students, interview data showed most teachers referred to the scheduled daily intervention period rather than the use of data to differentiate instruction for students. Further, teacher interview data revealed the school had not established a requirement for teachers to use a common lesson plan format. Few staff members had direct input in the development of the Comprehensive School Improvement Plan (CSIP) or the 30-60-90 Day Plan. Additionally, teacher interview data revealed CSIP implementation checks were not conducted.

Stakeholder Perception/Experience Data:

Teacher Inventory data showed that when asked if teachers designed “lessons by first determining the expected outcome” (C10), 60 out of 91 responded, “Almost always.” Further, inventory data revealed that when asked if teachers used “student achievement data to modify and adjust materials and lessons for their students” (C9), 53 out of 91 answered, “Almost always.” Inventory data further revealed that when asked whether teachers used a “formal process to determine the individual learning needs of their students” (E4), 57 out of 87 selected “Frequently and regularly.” When asked if they used a “variety of assessment types, including locally developed and nationally normed, to assess student understanding of content” (E7), inventory data showed that 64 of out 87 teachers responded, “Frequently and regularly.” Finally, Student Inventory data revealed that for the question, “I complete assignments that meet my personal learning” (E2), 368 out of 807 students responded, “In all my classes” and for the question, “I am provided opportunities to correct and/or improve my work” (E7), 387 out of 807 responded, “In all my classes.”

Documents and Artifacts:

A review of PLC meeting minutes showed no evidence of discussions on identified gaps, implementation of high yield instructional strategies and use of disaggregated data. Additionally, the Diagnostic Review Team did not find walkthrough schedules or walkthrough tools.

Improvement Priority

Engage in consistent and deliberate instructional planning that embeds the use of high yield strategies (e.g., learning targets, exemplars, active learning, differentiation, higher order thinking skills, student-centered technology, rigorous and challenging tasks, self-reflection, collaboration, critical thinking skills) into the teaching and learning process to meet academic needs and interests of students. (Standard 2.1)

Evidence:**Student Performance Data:**

Student performance data, as detailed in an attachment to this report, revealed the percent of students at Marion C. Moore School who scored at proficient/distinguished levels in all content areas and grade levels on the K-PREP End-of-Course assessments was significantly lower than state averages during the 2015-2016 and 2016-2017 school years. In school year 2016-2017, no proficiency or gap delivery target was met in any content area and actual scores in all content areas were significantly below proficiency and gap delivery targets.

Classroom Observation Data:

Classroom observation data, as detailed previously in this report, suggested teachers were not deliberately planning and using high yield instructional strategies (e.g., exemplars, differentiation, higher order thinking skills, student-centered technology). It was evident/very evident in three percent of classrooms that students engaged in “differentiated learning opportunities and/or activities” that met “their needs” (A1). Further, instances of students who strived to meet or were able to articulate “the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in 13 percent of classrooms. It was evident/very evident in 10 percent of classrooms that students engaged in “rigorous coursework, discussions, and/or tasks” that required the “use of higher order thinking” (B4), with this item rated an average score of 1.9 on a four-point scale. Additionally, instances of students who demonstrated and/or were able to describe “high quality work” (B3) were evident/very evident in three percent of classrooms, while in eight percent it was evident/very evident that students took “responsibility for” and were “self-directed in their learning” (B5). In three percent of classrooms, it was evident/very evident that students used “digital tools/technology to communicate and/or work collaboratively for learning” (G3), and in eight percent of classrooms, it was evident/very evident that students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Observation data revealed a lack of academic rigor and few differentiated learning opportunities for students.

Stakeholder Interview Data:

Interview data showed few teachers were able to describe how they used formative assessments in their classrooms, and some teachers were unable to articulate the difference between summative and formative assessments. Stakeholder interview data further revealed that while most teachers met once a month in PLC meetings, few were able to articulate how they used that time for deliberate planning of lessons or to disaggregate data to guide instruction. Interview data revealed when asked about how the school met the individual needs of students, most teachers pointed to the scheduled daily intervention period and did not discuss how data were used to plan high yield instructional strategies and differentiate instruction for students.

Stakeholder Perception/Experience Data:

Teacher Inventory data showed that when asked whether learning goals were different for each student in their class/course (C5), 16 out of 89 teachers answered, “Almost always.” Further, inventory data revealed that when asked if they used student achievement data to modify and adjust materials and lessons for their students (C9), 53

out of 91 teachers answered, “Almost always.” Additionally, a review of the Student Inventory data revealed for the question, “I complete assignments that meet my personal learning” (E2), 368 out of 807 students responded, “In all my classes.” Finally, Student Inventory data showed that when students were asked if they worked on assignments that extended beyond one class period (D3), 227 out of 826 responded, “In all of my classes.”

Documents and Artifacts:

A review of PLC meeting minutes showed no evidence of discussions about identifying gaps, implementing high yield instructional strategies and using disaggregated data. The Diagnostic Review Team found no walkthrough schedules or instruments/tools.

Improvement Priority

Develop, implement and monitor a systematic process for analyzing data to determine verifiable improvement in student learning. (Standard 2.11)

Evidence:**Student Performance Data:**

Student performance data, as detailed in an attachment to this report, revealed the percent of students at Marion C. Moore School scoring at proficient/distinguished levels on the Kentucky Performance Rating for Educational Progress (K-PREP) End-of-Course assessments decreased from 2015-2016 to 2016-2017 in the following areas: 1) sixth grade reading (39.5 to 32.1), mathematics (34.7 to 19.8) and language mechanics (26.2 to 21.0) and 2) seventh grade reading (35.9 to 35.7) and mathematics (27.1 to 21.4). Additionally, the percent of students scoring proficient/distinguished in all content areas and grade levels remained significantly lower than the state average during both school years (2015-2016 and 2016-2017). Writing was the subject area with the lowest number of students scoring at the proficient/distinguished levels on both administrations of the K-PREP End-of-Course assessments (17.9 in 2015-16 and 18.4 in 2016-2017). In school year 2016-2017, no proficiency or gap delivery target was met in any content area and actual scores in all content areas were significantly below proficiency and gap delivery targets. Additionally, writing had the lowest actual score of all content areas in both proficiency and gap delivery targets.

Classroom Observation Data:

Classroom observation data, previously detailed in this report, revealed it was evident/very evident in eight percent of classrooms that students had opportunities to “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). In 26 percent of classrooms, it was evident/very evident that students received or responded “to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) and demonstrated and/or verbalized “understanding of the lesson/content” (E3). Classroom observation data further revealed that it was evident/very evident in five percent of classrooms that students understood and/or were “able to explain how their work is assessed” (E4).

Stakeholder Interview Data:

Interview data revealed that while most teachers met in monthly PLC meetings, few were able to articulate how they used that time to disaggregate data to guide instruction. When asked about individual needs of students, most teachers interviewed discussed the scheduled daily intervention period rather than the use of data to differentiate instruction for students. Interview data revealed that while teachers used total RIT scores from the MAP to determine intervention groups, student placement and movement only happened every 12 weeks. When asked what teachers did during PLC meeting time, one teacher said, “We mostly discuss I can statements.” During interviews, few teachers were able to describe how they used formative assessments in the classrooms, and some teachers could not articulate the difference between summative and formative assessments.

Documents and Artifacts:

A review of PLC minutes showed no evidence that discussions occurred about identified gaps, high yield instructional strategies or disaggregated data.

Improvement Priority

Develop, implement and monitor a process for assessing and evaluating programs designed to improve organizational capacity and instructional effectiveness. (Standard 2.12)

Evidence:**Student Performance Data:**

Student performance data, as detailed in an attachment to this report, revealed the percent of students at Marion C. Moore School scoring at the proficient/distinguished levels in all content areas and grade levels on the K-PREP End-of-Course assessments was significantly lower than the state averages during the 2015-2016 and 2016-2017 school years. In 2016-2017, proficiency or gap delivery targets were not met in any content area, and actual scores in all content areas were significantly below proficiency and gap delivery targets.

Stakeholder Interview Data:

Interview data revealed that few teachers and administrators were able to articulate the level of effectiveness for programs used at the school. When asked about the daily scheduled intervention period, many teachers and administrators reported the period was too long. One administrator summed up the sentiment of many, "It is a good idea, but 53 minutes seem a bit long. We may shorten the period next year." Interview data further revealed few teachers were involved in a process to evaluate the effectiveness of programs used at the school.

Documents and Artifacts:

A review of documents and artifacts revealed no formal process for assessing and evaluating programs to determine effectiveness and Return on Investment (ROI).

Conclusion Narrative

Strengths:

A Diagnostic Review conducted in February, 2016, at the then Marion C. Moore Traditional School, identified six Improvement Priorities. The district and school took steps to address many of those priorities. A new principal was hired who was able, in a short period of time, to create a culture of inclusiveness and fairness. During interviews, teachers, students and parents expressed how welcoming and inclusive the culture at the newly named Marion C. Moore School had become. Stakeholder groups reported their voices were heard and their input was considered when the new administration made decisions. Teachers expressed a shared belief that they wanted every student to succeed and were eager to improve student learning. The leadership team created a social media campaign that focused on changing the community’s perception of the school. To that end, the school had a strong social media presence, which facilitated communication with a myriad of stakeholder groups. An official, fully staffed School-Based Decision Making (SBDM) council was in place, as well as an active Parent Teacher Student Association (PTSA) with over 90 members.

The school secured a \$2.8 million School Improvement Grant (SIG), which provided three master teachers (two in English language arts and one in mathematics). These master teachers provided support to teachers and taught classes. A daily, 53-minute intervention period had been scheduled to address both remediation and enrichment opportunities for students. Career-focused, related art classes were offered and provided vertical alignment with College and Career Readiness (CCR) pathways.

Continuous Improvement Planning Process:

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

Stakeholder interview and survey data and a review of documents and artifacts validated the need for a comprehensive continuous process whereby teachers could reflect, revise and evaluate their classroom practices to increase student achievement.

Addressing instruction and assessment practices are critical areas. Classroom observation data revealed a lack of consistency in implementing research-based, rigorous instruction. Furthermore, students engaging in high quality work and teachers providing meaningful feedback were seldom observed. The Diagnostic Review Team encourages the school to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use, differentiated instruction and student learning tasks.

Classroom observation and stakeholder interview data and a review of documents suggested the school had not successfully established effective, results-driven continuous improvement planning processes. The Diagnostic Review Team found little evidence that the school engaged stakeholders in a systematic continuous improvement process. In addition, systems had not been established to monitor and communicate results from improvement efforts to stakeholders. The principal shared that teachers were never tiered in order to determine support and coaching cycles were not implemented with fidelity. Further, the Diagnostic Review Team found the school did not routinely use data to evaluate program effectiveness, monitor the impact of specific strategies in goal areas or determine the attainment of improvement goals. The Diagnostic Review Team encourages the school to establish and commit to a clear set of performance benchmarks and measures to monitor and determine its ability to meet future improvement goals.

To continue growth toward proficiency and create opportunities for school improvement, staff members will need coaching and mentoring to maximize the implementation of high yield instructional practices. Classroom teachers need additional support to effectively differentiate instruction and create a culture and climate of high expectations. The Diagnostic Review Team suggests the school leadership team embrace and consistently use a research-based instructional walkthrough tool and provide meaningful, timely and authentic feedback to teachers to improve instructional practices. Additionally, the school leadership team is encouraged to establish processes that measure the efficacy of implementing initiatives, monitoring instruction and evaluating programs.

Next Steps

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

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

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

Team Roster

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

Team Member Name	Brief Biography
Ms. Milagros Fornell Lead Evaluator Florida	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, Associate Superintendent/Chief Academic Officer and Chief of Staff. During her six years as Chief Academic Officer the district eliminated all F rated high schools, student performance increased on both state and national measures, participation in and performance on AP exams increased, graduation rates improved, and the district was awarded the Broad prize. Ms. Fornell earned a Bachelor's of Science degree in Mathematics Education and a Master's degree in Mathematics Education from Florida International University.
Lisa Carroll Associate Lead Evaluator Kentucky	Lisa Carroll is in her 28 th year of education. Lisa is currently serving as an Educational Recovery Leader for the Kentucky Department of Education where she is assigned to Hopkins County Central High School. She is in her seventh year of school turnaround work with low achieving schools, having previously served three years as a Highly Skilled Educator. Lisa completed her Doctoral degree in Education Leadership from Morehead State University in 2014 and also teaches principal preparation classes for the University of the Cumberlands. She is a lifelong educator with a wide variety of educational experiences including assistant superintendent for instruction, districtwide curriculum specialist, K-12 principal, middle school principal, high school assistant principal, and classroom teacher.
Nancy Burns Team Member Kentucky	Nancy Burns currently serves as an Educational Recovery Specialist for the Kentucky Department of Education and is assigned to Robertson County School (a K-12 school). She is in her 22 nd year of education in which her experiences consist of elementary educator, district gifted and talented resource teacher K-12, staff developer and curriculum coach for five elementary schools. She holds a Bachelor's Degree in Education from Northern Kentucky University, a Bachelor's Degree in Art from the University of Kentucky, Master's Degree from Georgetown College, Gifted and Talented certification, a Rank I and holds her National Board Certification in Middle Childhood Generalist.
Ms. Pebbles Lancaster Team Member Kentucky	Ms. Pebbles Lancaster currently serves as an Educational Recovery Specialist for the Kentucky Department of Education and is assigned to Livingston Central High School. She is in her 26 th year of education in which her experiences consist of classroom elementary educator as well as school improvement specialist. After seventeen years in the classroom, Ms. Lancaster served as a Highly Skilled Educator and an Educational Recovery Specialist with the Kentucky Department of Education and provided assistance to low performing schools. She holds a Bachelor's degree in Early Childhood Education, Master's degree in Gifted and Talented Education, Rank I in Reading Specialist, National Board Certification, Principal Certification, Instructional Supervisor Certification, Superintendent Certification and Certified School Improvement Specialist.

Team Member Name	Brief Biography
Kate McAnelly Team Member Kentucky	Kate McAnelly is the Chief Academic Officer for Fayette County Public Schools. In that position, she oversees several programs including Title I, Title II, Title III, special education, preschool, curriculum, instruction and assessment. She has served as a middle school principal, associate high school principal, teacher, and consultant for the Kentucky Department of Education. Ms. McAnelly received her BA degree and Rank I in administration and supervision from the University of Kentucky and her MA was completed at Murray State University.
Donna Wear Team Member Kentucky	Donna Wear currently serves as principal of the Commonwealth Middle College in Paducah, KY. In this position, she is the supervisor and college counselor for dual-credit students from several school systems in western Kentucky. Ms. Wear began her career as a secondary English and social studies teacher. Her administrative experiences include serving as a middle school assistant principal and principal. She also served as a high school assistant principal and principal. Ms. Wear has served as a field consultant for AdvancED KY. Ms. Wear holds a Bachelor of Science, Masters of Arts and Rank I certification from Murray State University.

Student Performance Data

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

Content Area	%P/D School (2015-16)	%P/D State (2015-16)	%P/D School (2016-17)	%P/D State (2016-17)
Reading	36.4	55.2	35.3	56.9
6 th grade	39.5	55.5	32.1	58.9
7 th grade	35.9	56.6	35.7	54.6
8 th grade	33.9	53.6	38.4	57.1
Math	27.4	47.0	23.8	47.0
6 th grade	34.7	50.2	19.8	49.1
7 th grade	27.1	45.4	21.4	43.3
8 th grade	20.8	45.5	30.5	48.7
Social Studies				
8 th grade	39.3	59.7	40.3	60.5
Writing				
8 th grade	17.9	40.7	18.4	37.2
Language Mech.				
6 th grade	26.2	41.2	21.0	48.0

Plus:

The percentage of students scoring proficient/distinguished increased from the 2015-2016 to the 2016-2017 school year in the following areas: reading, math, social studies and writing at the eighth grade level.

Delta:

The percentage of students scoring proficient/distinguished decreased from the 2015-2016 to the 2016-2017 school year in the following areas: reading, math, and language mechanics at the sixth grade level; reading and math at the seventh grade level.

The percentage of students scoring proficient/distinguished in all content areas and all grade levels is significantly below state averages for two consecutive years.

Writing has the lowest number of students scoring proficient/distinguished of all content areas.

School Achievement of Proficiency and Gap Delivery Targets (2016-2017)

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	48.8	29.7	No	46.9	26.6	No
Reading	52.1	35.7	No	50.2	32.4	No
Math	45.5	23.7	No	43.7	20.7	No
Social Studies	49.7	39.9	No	47.4	35.5	No
Writing	49.3	18.6	No	48.3	16.9	No

Plus: There are no pluses for this set of data.

Delta:

No proficiency or gap delivery target was met in any content area.

Actual scores in all content areas are significantly below proficiency and gap delivery targets.

Writing has the lowest actual score of all content areas in both proficiency and gap delivery targets.

Diagnostic Review Schedule

Sunday – January 21, 2018

Time	Event	Where	Who
4:00 p.m. – 4:30 p.m.	Team Meeting and Introduction	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 8:30 p.m.	Team Work Session #1 <ul style="list-style-type: none"> Review and discuss performance data, survey data, School Quality Factors report, and initial ratings for all indicators in order to respond to the questions on the Standards Diagnostics Review interview questions, Monday’s schedule, overview of eleot® and discuss/review logistics 	Hotel Conference Room	Diagnostic Review Team Members

Monday – January 22, 2018

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:00 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
7:30 a.m. – 10:45 a.m.	Classroom Observations/ Interviews		Diagnostic Review Team Members
11:30 a.m.-12: 30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		
10:47 a.m. – 4:00 p.m.	Principal Interview /Classroom Observations/Interviews <p>Individual interviews:</p> <ol style="list-style-type: none"> all administrators 25% of professional staff (representing a cross-section of the faculty) school leadership team <p>Small groups (5-7 persons) interviews should be scheduled for</p> <ol style="list-style-type: none"> parent leaders students support staff 		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m. – 5:00 p.m.	Team Members return to hotel and have dinner on their own		
5:30 p.m. – 8:30 p.m.	Team Work Session #2 <ul style="list-style-type: none"> Tabulate classroom observation data from Day #1 Finalize Standards Diagnostics Discuss potential Powerful Practices and Improvement Priorities Team Members draft Improvement Priorities or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback Prepare for Day 2 	Hotel Conference Room	Diagnostic Review Team Members

Tuesday – January 23, 2018

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		
4:00 p.m. – 5:00 p.m.	Team Members return to hotel and have dinner on their own		
5:30 p.m. – 8:30 p.m.	<p>Team Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Tabulate and review final eleot™ Learning Environment ratings Finalize Standards Diagnostics <p>The team should examine and reach consensus on:</p> <ul style="list-style-type: none"> Powerful Practices Improvement Priorities Learning Environment narrative 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – January 24, 2018

Time	Event	Where	Who
7:00 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 a.m. – 11:30 a.m.	<p>Final Team Work Session</p> <p>Team Members review all components of the Diagnostic Review Team’s findings including:</p> <p>Final answers to Standards Diagnostic questions</p> <p>Coherency and accuracy of the Improvement Priorities and Powerful Practices</p> <p>Detailed evidence for all of the findings</p> <p>eleot™ summary statements and narrative by learning environment</p>	School	Diagnostic Review Team Members



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About AdvancED

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

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