



Cognia Diagnostic Review Report

Results for:
Mill Creek Elementary

Dec. 2-5, 2024

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to Cognia Performance 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 areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an 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. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These 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.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance 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	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	17
Noncertified Staff	12
Students	43
Parents	4
Total	82

Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution.

The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

Mill Creek Elementary's motto, "We Create Leaders for Life" and vision statement, "To be the Urban Leadership School of Excellence" were displayed throughout the campus along with other positive sayings in a well-maintained and clean school environment that is conducive to learning. Survey data revealed that 94% of families agreed/absolutely agreed that adults "help children believe in themselves (5)" and 88% agreed/absolutely agreed that adults "are committed to trying new things to improve the school (6)." Similarly, student survey data revealed 87% agreed/absolutely agreed that adults "help us believe we can do things (5)" and 80% agreed/absolutely agreed that adults "try new things to improve the school (6)." Equally notable was that parents and students described the school as having a congenial and supportive atmosphere and a sense of family. Faculty, staff and students were friendly, and student work was displayed in hallways, classrooms and common areas across the school. During the overview presentation, the principal provided evidence of the implementation of behavioral expectations called Lion Laws (i.e., Lead Safely, Lead Responsibly, and Lead Respectfully) and non-negotiable instructional expectations, Lion Learning (e.g., learning targets, visual learning, differentiation and scaffolding, academic discourse, small-group instruction). The initial implementation of these programs is evident in observational data and a review of documents. The expectations are posted in classrooms and hallways and published in the 2024-2025 Mill Creek Elementary Parent/Student Handbook and the Behavior Supports Handbook, indicating the school's commitment to establishing systems that yield improved overall student performance.

The 2019-2020 Diagnostic Review identified a need to develop a formal continuous improvement process with detailed, specific goals and strategies and mechanisms derived from intentional data analysis to improve student performance and ensure consistent implementation of curriculum and resources across all grade levels. One part of continuous improvement is the use of data to drive instruction. The school developed and implemented a professional learning community (PLC) process to facilitate explicit academic conversations and ongoing data analysis to inform instructional decisions. Still, work is needed to ensure that all PLC teams implement the process and protocols with fidelity. Interview data revealed that teachers are expected to bring student performance data to PLC meetings; however, the depth of data-informed instructional decisions varies across PLC teams.

The school also developed a protocol for walkthrough observations as a mechanism for observing and evaluating teacher effectiveness and impact toward improved student performance; however, work is needed to ensure this practice is authentic and systemically promotes continuous improvement. The school has a new principal who began the 2024-2025 school year as an interim and has since been named principal. She has not yet established herself as the instructional leader, contributing to the lack of cohesiveness and inconsistencies in the PLC and walkthrough processes. Interview and survey data revealed that walkthrough observations are inconsistent, and feedback generally lacks specificity. The Diagnostic Review Team suggests that the principal take a more robust role as the instructional leader and work with all members of the instructional leadership team to implement walkthrough observations consistently, including the analysis of walkthrough data that frames professional learning experiences for individual staff members. In addition, the Diagnostic Review Team suggests that the

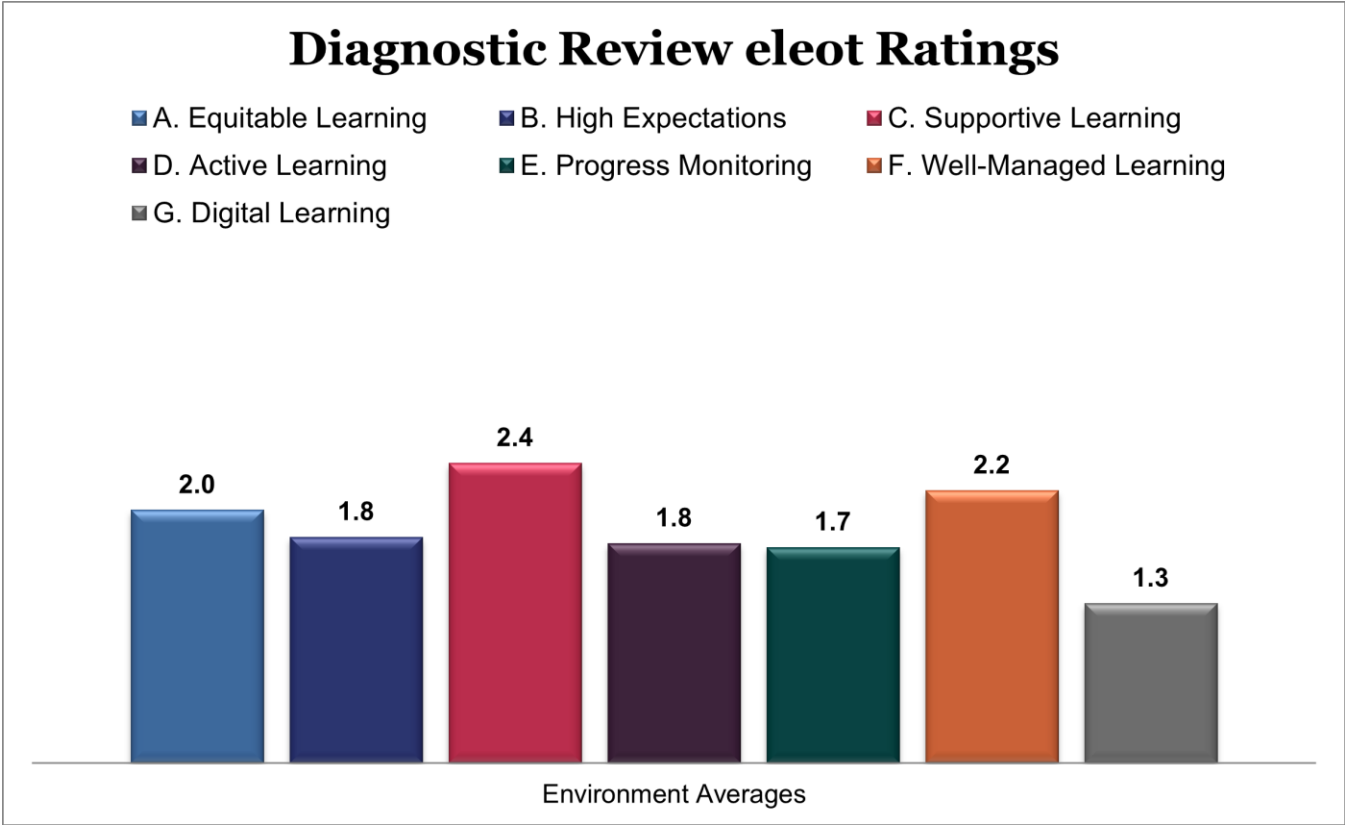


principal provide direct support to strengthen the PLC process and ensure academic conversations inside the PLC meetings result in data-driven instructional decisions that are consistent, systematic and foster continuous improvement.

Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 16 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	81%	13%	6%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	31%	50%	19%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	0%	25%	69%	6%
A4	1.1	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.	88%	13%	0%	0%
Overall rating on a 4-point scale:			2.0			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	19%	56%	25%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	13%	69%	19%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	75%	19%	6%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	31%	56%	13%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	44%	38%	19%	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	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	13%	50%	38%	0%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	19%	44%	38%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	50%	50%	0%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	31%	56%	6%
Overall rating on a 4-point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	31%	56%	13%	0%
D2	1.6	Learners make connections from content to real-life experiences.	63%	19%	19%	0%
D3	2.3	Learners are actively engaged in the learning activities.	6%	56%	38%	0%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	69%	31%	0%	0%
Overall rating on a 4-point scale:			1.8			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	56%	38%	6%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	6%	50%	44%	0%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	44%	38%	19%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	81%	13%	6%	0%
Overall rating on a 4-point scale:		1.7				

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.6	Learners speak and interact respectfully with teacher(s) and each other.	6%	31%	63%	0%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	6%	44%	50%	0%
F3	1.7	Learners transition smoothly and efficiently from one activity to another.	44%	44%	13%	0%
F4	2.0	Learners use class time purposefully with minimal wasted time or disruptions.	13%	81%	0%	6%
Overall rating on a 4-point scale:		2.2				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	75%	13%	6%	6%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	81%	13%	6%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	88%	13%	0%	0%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 16 formal observations in core content classrooms and many informal observations in common areas and noted positive interactions between students and teachers. These data provided significant information for the team to consider about classroom learning environments.

Some of the highest-rated indicators reflect how students are treated, but they remain an opportunity for growth. It was evident/very evident in 75% of classrooms that "learners are treated in a fair, clear, and consistent manner (A3)." Additionally, it was evident/very evident in 62% of classrooms that "learners demonstrate a congenial and supportive relationship with their teacher (C4)." Survey data conflicted with observational data concerning the treatment of students, as it showed that 84% of students agreed/absolutely agreed that "adults treat us with respect (2)" and 94% of families agreed/absolutely agreed that adults "treat us with respect (2)." The school is encouraged to intentionally consider these findings to resolve the disconnect between what was observed versus what stakeholders perceived.

The team found a lack of academic discourse in most classrooms. For example, observational data showed that learners who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 44% of classrooms.

In most classrooms, instructional time was not maximized. For example, in 6% of classrooms, it was evident/very evident that "learners use class time purposefully with minimal wasted time or disruptions (F4)" and in 13% of classrooms, it was evident/very evident that "learners transition smoothly and efficiently from one activity to another (F3)." The team observed many students disrupting instruction. In 50% of classrooms, it was evident/very evident that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)."

The team rarely observed instruction or student learning tasks designed specifically to meet the academic needs of individuals or groups of students. Thus, opportunities for differentiated learning were limited, as it was evident/very evident in 6% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Observations also indicated that while students were encouraged to complete tasks, student engagement is a growth area, as it was evident/very evident that students were "actively engaged in the learning activities (D3)" in 38% of classrooms. Making learning relevant to students encourages active engagement. Observational data



showed that learners' "connections from content to real-life experiences (D2)" were limited, as it was evident/very evident in 19% of classrooms.

Small group work where students collaborated on a task was rarely observed. Collaboration "among peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" was evident/very evident in 0% of classrooms. Furthermore, in 0% of classrooms, it was evident/very evident that "learners use digital tools/technology to communicate and work collaboratively for learning (G3)." These data indicate a need for leadership and instructional staff to focus on increasing student engagement by incorporating differentiated learning opportunities and collaborative activities in all classes to improve student performance.

The team was concerned about the lack of instructional alignment with the rigor in the Kentucky Academic Standards (KAS). The team observed students engaged in tasks with low levels of rigor. Observational data revealed that it was evident/very evident in 13% of classrooms that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." Observational data showed a lack of high academic expectations for students. For example, it was evident/very evident in 25% of classrooms that "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" and in 19% of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)." Low academic expectations and lack of active engagement likely contribute to the behavior-related concerns of stakeholders. Also, learning targets were displayed in most classrooms but inconsistently referenced or used to guide instruction. The team suggests that increasing the expectations for learning and improving student behavior in all learning environments be focal points for leadership and staff.



Improvement Priorities

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

Improvement Priority 1

Develop, implement and monitor instructional processes incorporating high-yield and differentiated instructional strategies designed to cognitively engage all students in rigorous learning activities aligned with the KAS.

Standard 21: Instruction is characterized by high expectations and learner centered practices.

Findings:

The 2023-2024 Kentucky Summative Assessment (KSA) student performance data for Mill Creek Elementary, as detailed in the appendix of this report, showed that overall student performance was below the state average. Additionally, the school received the more rigorous intervention (MRI) designation in October 2024.

During interviews, parents expressed a strong appreciation for the sense of community and collaboration within the school. However, many parents said the school rarely provided individualized attention to their children's academic needs. Several parents indicated they were unaware of the school's focus on improvement or how their child's instruction was adjusted to address their specific learning gaps. Additionally, parents expressed concerns about academic supports during and after school for all grade levels.

While the school implemented a PLC process this school year, observational, interview and survey data and a review of artifacts provided minimal evidence that the meetings are dedicated to data analysis. Furthermore, the team observed inconsistencies in applying findings from data analysis to classroom instruction across all grade levels. For example, observational data showed that in 6% of classrooms, it was evident/very evident that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." During interviews, educators described the challenge of consistently implementing instructional strategies that address the needs of all students while maintaining rigorous learning experiences. Evidence provided by the school (e.g., Literacy Plan 2024-2025, 24-25 Mill Creek PD Plan) showed that most training focused on creating and following systems. Interview data showed district administration supported the need for more prescriptive training to build instructional capacity. The Mill Creek School Learning Visit summary, provided by the district administrator for school leadership, identified growth areas, including instructional staff increasing engagement, differentiating instruction and providing opportunities for students to infer and think deeper, all of which are opportunities for improving the individual capacity of teachers.

Interview and observational data caused concern for the Diagnostic Review Team regarding the academic expectations for students. For example, it was evident/very evident in 25% of classrooms that "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." Classroom observations also showed it was evident/very evident in 6% of classrooms that "learners demonstrate and/or are able to describe high quality work (B3)." Leadership is encouraged to create a sense of urgency to increase academic and behavioral expectations for students.

Stakeholder interviews and a review of artifacts revealed challenges in establishing engaging classroom environments for all learners. Interview data indicated a need for more targeted professional learning for teachers about differentiating instruction and incorporating student engagement strategies in lessons.

Leadership interviews further revealed gaps in the systematic monitoring of instructional practices. While learning walks and walkthrough data are collected, there is inconsistency in how this feedback is provided to teachers and used to guide professional growth. Stakeholder interviews revealed a reliance on programs like IXL and Lexia.



Though educators value such programs, the consistent and effective implementation of these tools was not systematically monitored to ensure they address gaps in rigor and engagement.

To address the critical gaps identified, it is essential to implement a comprehensive plan that prioritizes differentiation, rigorous learning and systematic support for instructional improvement. The Diagnostic Review Team emphasizes the urgency of this priority due to its critical impact on student achievement and engagement. The team encourages the school to leverage its strong sense of community to address inconsistencies in instructional delivery.

Potential Leader Actions:

- Provide targeted professional learning in scaffolding, differentiating and implementing high-yield instructional strategies to deliver grade-level standards.
- Ensure the use of targeted professional learning strategies that support cognitive engagement and formative assessment of all students.
- Calibrate the elements of the Lion Learning non-negotiables with the members of the instructional leadership team to ensure a common understanding of the classroom learning expectations.
- Refine the current walkthrough system to routinely monitor and provide feedback on the delivery of differentiated, cognitively engaging and high-yield instructional strategies for Tier 1 and Tier 2 instruction.

Improvement Priority 2

Refine the current coaching and feedback system to include all members of the instructional leadership team (e.g., principal, assistant principal, instructional coach) to facilitate the analysis of student data and provide coaching and feedback to staff. Use instructional data (e.g., walkthrough results, student learning progress) to inform the coaching and feedback system and regularly provide face-to-face coaching for teachers to design and implement differentiated, cognitively engaging and high-yield instruction to meet the needs of individual learners.

Standard 6: Professional staff members receive the support they need to strengthen their professional practice.

Findings:

Interview data and a review of evidence provided by the school showed that walkthroughs are conducted, and data are collected on behavior management and instruction. Yet, coaching was limited to classroom management. The team found little evidence of individual coaching to improve teachers' high-yield instructional practices to increase student performance on the KSA.

Survey data showed 82% of educators agreed/absolutely agreed that "in the last 30 days, I participated in learning experiences that increased my knowledge and skills (22)", demonstrating that many teachers are participating in professional learning opportunities. A further review of evidence provided by the school and stakeholder interview data confirmed teachers had been trained in various school and district initiatives, such as positive behavioral interventions and supports (PBIS), PLC protocols and data disaggregation; however, few teachers had participated in specific coaching on how to improve their instructional practice. For example, some stakeholders noted in interviews that they had participated in a coaching cycle primarily focusing on classroom management. Stakeholder interviews also suggested that coaching cycles usually target novice teachers to help them improve classroom management.

Evidence provided by the school and interviews of certified staff indicated the Measures of Academic Progress (MAP) assessment was the primary tool used to monitor student performance; however, many teachers during interviews indicated they needed additional training on data disaggregation and using findings to make instructional decisions to improve student performance. Additionally, school leadership team members and district leadership confirmed the need for the school to improve instructional capacity.

In closing, the Diagnostic Review Team suggests the principal work to evolve into the instructional leader of the school and focus on building the instructional capacity of the staff. The team suggests that the principal, assistant principal and academic instructional coach deliver individualized coaching tailored to meet the needs of each teacher.

Potential Leader Actions:

- Analyze walkthrough and student performance data to determine the coaching needs of all certified instructional staff members.
- Provide all members of the instructional leadership team with professional learning in evidence-based practices of designing and delivering high-yield instructional strategies, differentiating instruction and cognitively engaging learning experiences to establish a common approach to coaching.
- Include all members of the instructional leadership team in face-to-face coaching of all instructional staff members.
- Provide individualized coaching tailored to meet the needs of each teacher to improve instruction and professional practice, including delivering high-yield instructional strategies and providing differentiated and cognitively engaging learning experiences for students.
- Monitor and analyze walkthrough and student performance data and continue to adjust coaching to meet the specific needs of the instructional staff members.



Your Next Steps

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



Additional Review Elements for More Rigorous Intervention (MRI) Schools

703 KAR 5:280(9) requires that Diagnostic Reviews for MRI-designated schools will include "Other information deemed necessary by the commissioner, or his designee, to assess the functionality of the district to support school improvement". Teams reviewing MRI-designated schools must consider the following additional elements:

- A review of how the school and district have managed and expended the relevant School Improvement Funds previously awarded with a specific focus on the impact of the funding decisions;
- A review of the progress made towards accomplishing any improvement priorities recommended by prior Diagnostic Review reports and/or two-day reviews;
- A review of prior year turnaround plans and related documentation;
- A review of existing improvement efforts and initiatives and data documenting the results of the initiative;
- A comprehensive resource allocation review;
- A review of stakeholder involvement in the improvement process; and
- A review of district support meeting minutes and agendas relevant to additional and/or unique support provided by the district to the school.

Mill Creek Elementary underwent its first Diagnostic Review in 2019-2020 and a Two-Day Progress Monitoring Review with feedback in 2021-2022. This review considers the specific actions and progress made by the school since that time. The current principal began the 2024-2025 school year as an interim and has since been named principal after the school was designated for MRI. She is the third leader since the school was originally identified for comprehensive support and improvement (CSI) in 2019.

The previous Diagnostic Review and Two-Day Progress Monitoring Review of the school yielded two improvement priorities (IPs). Improvement Priority 1 was based on Standard 1.3 and advised the school to develop, document and communicate a formal continuous improvement process that includes an authentic and useful school improvement/renewal plan with detailed specific goals, strategies and measures based on identified needs from intentional data analysis. The turnaround team at Mill Creek Elementary was responsible for communicating plan goals, objectives, strategies and specific activities to stakeholders. "The Mill Creek Way - Common Language" was shared with the faculty and addressed the importance and usefulness of the continuous improvement process. The team deconstructed the IPs, did a root cause analysis and created next steps for the improvement journey. The instructional leadership team consists of grade level team leads who share strategies and activities to be implemented to meet the goals. Both teams meet monthly to review the most recent data regarding the improvement priorities and discuss next steps. They are also charged with monitoring to ensure systems are effective and improving student academic growth. This monitoring process is in its infancy and there is not consistent evidence that data collection processes are congruent to academic priorities. Teachers do discuss identified student needs and data pertaining to reading and math goals in their PLCs. They intentionally place students in small intervention groups for Skills Block (grades K-2) and All Block (grades 3-5) for reading and "What I Need" (WIN) time for math. While student groups are targeted and specific deficient skills are identified, the interventions do not always happen as intended.

Improvement Priority 2, based on Standard 2.5, instructed the school to develop, implement and monitor a systematic curricular and instructional process aligned to and congruent in rigor to the Kentucky Academic Standards and the school district's grade level curriculum framework. They were also to establish, implement and monitor high expectations to prepare students for success at the next level. There are pockets of embedded instructional processes aligned to the district reading and math curricula, which are both High-Quality Instructional



Resources (HQIRs). There is a Building Implementation Team (BIT) that meets monthly to discuss Building Capacity Assessment (BCA) and Kentucky Mathematics Intervention Tool (KMIT) observational data regarding mathematics instruction. The math department has gone through a Plan Do Study Act (PDSA) Short Learning Cycle to train teachers how to implement the Warm-up during Illustrative Math (IM) lessons to improve Tier 1 instruction for kindergarten teachers. As a result of this learning cycle, they created the Lesson Internalization Process (unit planning template) to connect to the IM structure. In reading, there is evidence of Expeditionary Learning (EL) Education unpacking. The kindergarten team looked at a module overview to locate guiding questions and big ideas, identify standards and decide which are explicitly taught and formally assessed. They considered additional supports for students and extensions. They ended with an assessment overview, including checklists, formative assessments and identified key learning. There is little evidence that shows a deep dive into the instructional process is happening at every grade level. There is a System of Support (SOS) Curriculum & Instruction Committee that is responsible for much of the academic monitoring; however, the coaching and feedback process needs to be re-evaluated. Although the principal has initiated Lion Learning Instructional Non-negotiables that were communicated to staff, stakeholder interviews revealed inconsistencies in their perception of "non-negotiables". Lion Learning Non-negotiables are monitored via learning walks along with a litany of other academic expectations with limited feedback. Additionally, classroom observations revealed limited implementation of the non-negotiable expectations. While there was some evidence of a district initiative regarding high expectations, there is still work that needs to be done in establishing, communicating, implementing and monitoring high expectations at the school level.

The school has received a total of \$584,453 in school improvement funds (SIF). Funds have been used to create and maintain a position for a multi-tiered system of supports (MTSS) resource teacher/interventionist for the last three years. Aside from personnel, monies have been allocated for literacy resources with the purchase of Leveled Literacy classroom sets, Literacy Footprints sets, Spot On science, social studies and literature e-books. Most recently, student materials from the identified HQIR list were purchased, including EL and IM. IXL, a software program for both math and reading, Ready Common Core teacher and student materials, Teacher Clarity Handbook and Solution Tree professional development PLCs were included in the expenditures. Currently, the school has just received approval to amend their SIF application this year to purchase an additional two days of Solution Tree professional learning and resources for All Block student workbooks (small group resources that accompany EL Education), Math in Practice and Math Games.

In the past several years, reading instruction in our state has veered from guided reading to curriculum based in the Science of Reading. Because of this, the school no longer uses the Leveled Literacy and Literacy Footprints classroom sets. In fact, many of the resources purchased with SIF funds are no longer utilized at this school for various reasons. The Teacher Clarity books were not used when leadership changed in 2019. Teachers utilized the Ready Common Core materials sporadically for three years, but they are no longer in use at this time. When the administration changed again at the beginning of the current school year, there was a lapse in payment for the IXL software that was purchased with Cohort 3 funds. Only in the last week have teachers and students regained access. The EL Education and Illustrative Math materials are currently in use and appreciated by teachers. Regretfully, the resource teacher/interventionist position funded for the past three years has not yielded the intended outcomes due to a plethora of reasons. During year one, while students were assigned to this interventionist, she rarely saw them as she was frequently used to cover for absent teachers most days. In year two there were no groups assigned to this interventionist; instead, she filled the gap of the unfilled positions of multi-lingual (ML) education teacher and counselor, as well as covering for absent teachers. Currently, this interventionist pulls one group of 12 identified 5th-grade students for mathematics intervention three times per week for a total of 90 minutes. The rest of the time she serves as Building Assessment Coordinator (BAC) and oversees ML education as well as a smattering of operational and academic responsibilities. While the Solution Tree professional learning was referenced by several teachers as being helpful, the SIF expenditures as a whole have not yet produced the desired results for successful turnaround.

There is evidence of some stakeholder involvement in the continuous improvement process. In her brief time at the school, the principal has shared the IPs in staff meetings and has posted them on several agendas and



documents. She has worked with her administrative team to share her instructional vision regarding the continuous improvement process. The principal has reinstated the Parent Teacher Association (PTA); however, only one parent attended the last meeting. The principal is working to build relationships within the community to strengthen this stakeholder group. The school has the required members on the advisory leadership team; however, parent members could not yet speak to the continuous improvement process.

The district's support for Mill Creek Elementary includes the approval of the SIF application and amendment requests. The funding formula used to provide Mill Creek Elementary's budget is the same one used for all elementary schools. The district also provides the school with an additional budget line defined as Equity Funds, which was used specifically to supply personnel at the principal's discretion. These funds are provided to all schools across the district and amounts are based on specific demographic data unique to each school, as a method to provide resources more equitably to each school. The district also provides a minimum of an additional \$8,000 stipend and an additional five paid professional development days for certified staff and administrators assigned to an Accelerated Improvement School (AIS). The district's human resources department provides principals of CSI schools early access to the transfer request list for staff. The district's AIS office provides additional monitoring for specific programs and turnaround initiatives; however, it does not provide additional funding or staffing for the school's turnaround work beyond those items mentioned above. The team was made aware that the principal must routinely use the school's interventionists and instructional support staff to fill vacancies within the building due to staffing shortages. No evidence was found that indicates AIS schools receive any priority for substitute assignments. As a result, the people in these positions are not able to do the intended work for much of the time. This practice negatively impacts the instructional teacher support and student interventions necessary in a turnaround school.

Mill Creek Elementary has a history of being family oriented and many of the faculty members refer to their colleagues as their school family. The principal is enthusiastic about assuming the helm of a high priority school and providing the vision to make Mill Creek Elementary and its community successful by implementing her continuous improvement process with Lion Laws, Lion Learning and Lion Love.

Leadership Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the principal's capacity for leadership of school turnaround, as defined in 703 KAR 5:280, Section 1. The recommendation of the principal's ability to lead the intervention in the school is based on an assessment of Standard 10: School Improvement from the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration and adopted by the Kentucky Education Professional Standards Board (EPSB).

703 KAR 5:280, Section 3, identifies the discretion of the audit team to incorporate the analysis and recommendation regarding the principal's capacity into this report. The superintendent will make any necessary determination regarding the principal or other certified staff pursuant to KRS 160.346(8).

Following its review of extensive evidence, the Diagnostic Review Team submitted the following assessment regarding the principal's capacity to lead turnaround in a school identified for comprehensive support and improvement to the Commissioner of Education:

- The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.
- It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of a CSI school.

The principal at Mill Creek Elementary has committed to improving the behavior of the students and the overall culture of the school. After serving as the interim principal for the first three months of the school year, she was named principal in November 2024. Although there is much work to be completed, in her short tenure at the school, most stakeholder interviews and principal presentation data indicated that student behavior, classroom support and school culture have improved. The principal is well versed in the current and trending behavioral data of the school. She has conducted Belonging Surveys with students, parents and staff. Furthermore, the principal has reestablished the PTA and initiated a campaign to increase membership. Additionally, the principal has focused on parental involvement by hosting a Trunk or Treat event and a Turkey Trot.

The team conducted numerous interviews and reviewed multiple pieces of evidence that revealed the existence of a walkthrough system to collect data and provide feedback for social-emotional learning, behavior, and instruction. The principal has evaluated and increased the efficiency of current systems within the school by clarifying expectations and progress monitoring each. The principal communicated that several members of the leadership team support teachers with social-emotional learning and behavior needs; however, most teacher instructional needs are delegated to the academic instructional coach.

For an MRI school to be successful, it is imperative that the principal serves as the instructional leader of the school. Since being appointed in November, the principal has focused on improving the culture within the school and student behavior, but observation data, review of the evidence (e.g., walkthrough data, student performance data, principal presentation) and stakeholder interviews suggest a need for support and interventions for the



instructional staff in the design and delivery of Tier 1 and Tier 2 instruction. The principal acknowledged a belief that a lack of student engagement contributes to many of the disruptive behaviors in the school.

To improve instruction, teacher efficacy and student achievement, the principal will need intensive support. During the principal interview, it was revealed she possesses limited experience in serving as an instructional leader and needs additional support to hone her ability to establish herself in this area. The district should take steps to provide professional learning and coaching to enhance her professional skill set in the analysis of teacher performance and student achievement data, coaching teachers to improve instructional strategies to cognitively engage students in learning activities, delivery of differentiated instruction and high-yield instructional strategies and enhance her professional practices to become the instructional leader of the school.



Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
William Gordon	William Gordon (Bill) has over 40 years of experience as a teacher, principal, area superintendent, chief operations officer and lecturer in K-20 public education in Florida. He is currently a lecturer in the Department of Educational Leadership at the University of Central Florida (UCF). In this position, he teaches face-to-face and online courses in educational law, educational finance, systems and organizational leadership, politics and governance and educational leadership to master's and doctoral degree-seeking students. He is a member of the 3rd Education Class of Leadership Florida.
Nikkita Warfield	Nikkita Warfield brings over 24 years of diverse educational experience to her work. A seasoned leader in school improvement, she currently serves as Chief Academic Officer for Purpose Built Schools Atlanta, leading curriculum, instructional initiatives and strategic planning. Nikkita's career spans various roles in education, including teacher, instructional coach, assistant principal, principal and director of secondary education and professional learning. She has extensive experience across elementary, middle and high school levels.
Tim Huddleston	Tim Huddleston serves as an Educational Recovery Leader (ERL) with the Kentucky Department of Education. As an ERL, he assists targeted support and improvement (TSI) schools. During his 32 years in education, Tim has served as a middle school classroom educator, high school assistant principal, middle school and high school principal and a school improvement specialist. For the past nine years, he has provided coaching and support for school improvement at the building and district levels. He has extensive experience analyzing data, curriculum, instruction, assessments and systems for school turnaround.
Vickie Grigson	Vickie Grigson has 39 years of experience in education as a teacher, instructional coach and principal. Vickie served as an Education Recovery Specialist (ERS) and Leader (ERL) for the Kentucky Department of Education (KDE) and continues to work part-time with the KDE as a Diagnostic Review lead. Vickie has worked with Cognia as a presenter of instructional strategies and best practices in education. She currently works part-time as a principal mentor and instructional coach in Central Kentucky.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.	Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	2
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	2
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	3
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	1

Key Characteristic 2: Leadership for Learning

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	2
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	2

Key Characteristic 3: Engagement of Learning

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	2

Key Characteristic 4: Growth in Learning

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward, and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

Student Performance Data.

School Name: Mill Creek Elementary

Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	3	21	46	14	47
	4	14	48	16	50
	5	11	48	8	46
Math	3	*	43	*	43
	4	9	42	18	43
	5	*	41	9	41
Science	4	*	35	13	34
Social Studies	5	*	42	7	39
Editing and Mechanics	5	*	47	5	47
On Demand Writing	5	*	39	*	39

*Student performance level data were suppressed for public reporting.

Plus

- The percentage of students scoring Proficient/Distinguished in 4th-grade mathematics increased from 9% in 2022-2023 to 18% in 2023-2024.
- The percentage of students scoring Proficient/Distinguished in 4th-grade reading increased from 14% in 2022-2023 to 16% in 2023-2024.

Delta

- The percentage of students scoring Proficient/Distinguished in 3rd-grade reading decreased from 21% in 2022-2023 to 14% in 2023-2024.
- The percentage of students scoring Proficient/Distinguished in 5th-grade reading decreased from 11% in 2022-2023 to 8% in 2023-2024.

Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	19	26	56	29
Percent Score of 60-80	41	35	37	35
Percent Score of 100	19	24	6	23
Percent Score of 140	22	14	N/A	13

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of students scoring zero points for progress on the Assessing Comprehension and Communication in English State-to-State (ACCESS) test increased from 19% to 56% from 2022-2023 to 2023-2024.
- The percentage of students scoring 100 points for progress on the ACCESS test decreased from 19% to 6% from 2022-2023 to 2023-2024.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	21	14	*	*
Female	24	*	*	*
Male	19	15	*	*
African American	19	16	*	*
American Indian or Alaska Native	*	N/A	*	N/A
Asian	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A
Two or More Races	*	*	*	*
White (non-Hispanic)	*	*	*	*
Economically Disadvantaged	20	15	*	*
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	*	*	*
Students Without IEP	28	13	*	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	22	16	*	*
Non-English Learner or Monitored	22	16	*	*
Foster Care	*	N/A	*	N/A
Gifted and Talented	N/A	N/A	N/A	N/A
Non-Gifted and Talented	21	14	*	*
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- Percentages of all subgroups of students in 3rd grade scoring Proficient/Distinguished in reading decreased from 2022-2023 to 2023-2024.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 4th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	14	16	9	18	*	13
Female	*	15	*	12	*	*
Male	18	17	15	22	*	20
African American	13	13	*	15	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	16	11	9	13	*	9
Non-Economically Disadvantaged	*	38	*	38	*	31
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	17	22	9	20	*	12
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	13	16	9	18	*	15
Non-English Learner or Monitored	13	16	9	18	*	15
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	14	16	9	18	*	13
Homeless	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

- The percentages of all students in 4th grade scoring Proficient/Distinguished in reading increased from 14% to 16% from 2022-2023 to 2023-2024.
- The percentage of students without IEPs in 4th grade scoring Proficient/Distinguished in reading increased from 17% to 22% from 2022-2023 to 2023-2024.
- The percentage of non-ELs in 4th grade scoring Proficient/Distinguished in reading increased from 13% to 16% from 2022-2023 to 2023-2024.
- The percentage of non-ELs or monitored students in 4th grade scoring Proficient/Distinguished in reading increased from 13% to 16% from 2022-2023 to 2023-2024.
- The percentage of non-gifted and talented students in 4th grade scoring Proficient/Distinguished in reading increased from 14% to 16% from 2022-2023 to 2023-2024.
- The percentage of students without IEPs in 4th grade scoring Proficient/Distinguished in reading increased from 17% to 22% from 2022-2023 to 2023-2024.
- The percentages of all students in 4th grade scoring Proficient/Distinguished in mathematics increased from 9% to 18% from 2022-2023 to 2023-2024.
- The percentage of male students in 4th grade scoring Proficient/Distinguished in mathematics increased from 15% to 22% from 2022-2023 to 2023-2024.

- The percentage of economically disadvantaged students in 4th grade scoring Proficient/Distinguished in mathematics increased from 9% to 13% from 2022-2023 to 2023-2024.
- The percentage of students without IEPs in 4th grade scoring Proficient/Distinguished in mathematics increased from 9% to 20% from 2022-2023 to 2023-2024.
- The percentage of non-ELs in 4th grade scoring Proficient/Distinguished in mathematics increased from 9% to 18% from 2022-2023 to 2023-2024.
- The percentage of non-ELs or monitored students in 4th grade scoring Proficient/Distinguished in mathematics increased from 9% to 18% from 2022-2023 to 2023-2024.
- The percentages of non-gifted and talented students in 4th grade scoring Proficient/Distinguished in mathematics increased from 9% to 18% from 2022-2023 to 2023-2024.
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Delta

- The percentage of male students in 4th grade scoring Proficient/Distinguished in reading decreased from 18% to 17% from 2022-2023 to 2023-2024.
- The percentage of economically disadvantaged students in 4th grade scoring Proficient/Distinguished in reading decreased from 16% to 11% from 2022-2023 to 2023-2024.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 5th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing (2022-2023)	On-Demand Writing (2023-2024)
All Students	11	8	*	9	*	7	*	5	*	*
Female	15	*	*	*	*	*	*	*	*	*
Male	*	13	*	16	*	13	*	5	*	*
African American	8	6	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	11	9	*	11	*	8	*	6	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*	*	*	*	*
Students Without IEP	14	9	*	9	*	8	*	6	*	*
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	11	8	*	8	*	7	*	6	*	*
Non-English Learner or Monitored	11	8	*	8	*	7	*	6	*	*
Foster Care	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	11	8	*	9	*	7	*	5	*	*
Homeless	*	*	*	*	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of all students in 5th grade scoring Proficient/Distinguished decreased in reading from 11% to 8% from 2022-2023 to 2023-2024.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in reading decreased from 8% to 6% from 2022-2023 to 2023-2024.
- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in reading decreased from 11% to 9% from 2022-2023 to 2023-2024.
- The percentage of students without IEPs in 5th grade scoring Proficient/Distinguished in reading decreased from 14% to 9% from 2022-2023 to 2023-2024.
- The percentage of non-ELs in 5th grade scoring Proficient/Distinguished in reading decreased from 11% to 8% from 2022-2023 to 2023-2024.
- The percentages of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in reading decreased from 11% to 9% from 2022-2023 to 2023-2024.



Schedule

Monday, December 2, 2024

Time	Event	Where	Who
2:00 p.m. – 3:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
3:15 p.m.	Team arrives at institution	School	Diagnostic Review Team Members
3:30 p.m.	Principal Presentation	School	Diagnostic Review Team Members

Tuesday, December 3, 2024

Time	Event	Where	Who
6:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:00 a.m. – 2:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
2:00 p.m. – 2:15 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
2:45 p.m. – 7:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 4, 2024

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 2:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
1:45 p.m. – 2:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
2:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 5, 2024

Time	Event	Where	Who
8:45 a.m. – 1:45 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

