



Cognia Diagnostic Review Report

**Results for:
Cane Run Elementary**

January 16-19, 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	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	15
Noncertified Staff (FRC, Librarian)	2
Students	9
Parents	4
Total	40

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 with research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

Cane Run Elementary exudes character and great potential. Stakeholder interviews indicated that the school previously had a reputation for high poverty, trauma, and significant off-task behaviors among students. The current leader began in April 2022 and was the school's third principal in three years. This change in leadership has given the students, staff, and community a new belief that the school is positioned to make significant improvements. The school leaders and staff have begun building a foundation conducive to improving student learning and teacher instructional capacity. Changing the culture and climate of the school was paramount in establishing this foundation and ensuring the safety of staff and students.

As referenced in the principal's presentation, in 2020 there were 975 total discipline events of which 38 were suspensions and 68 were restraints. After the current principal began in 2022, there were 1,327 total discipline events but only four suspensions and 25 restraints. The school's culture and climate improvements included changes such as staff members collaborating, modeling expectations for students, and implementing a new student behavior management system. The positive behavioral interventions and supports (PBIS) program quickly created common behavior language that was displayed throughout the school. More specifically, a review of artifacts included the PBIS common area certifications that outlined the specific student behavior expectations and protocols for who is responsible for certifying accomplishments and acknowledgments. During stakeholder interviews, staff and students articulated a clear understanding that teaching and learning will not occur in an environment with constant behavioral disruptions. As a result, the environment has changed, and trust among the new leader, staff, and students has been established.

Although the school's overall environment was trending upward, at the end of 2021-22, 70 percent of the classroom teaching staff transferred to another school, leaving the school with several vacancies (e.g., counselor, moderate and severe disability staff, preschool staff, coaching staff) and seven to nine unfilled positions existed daily. Although the new leader had begun to establish trust, the challenge of filling vacancies created an immediate priority. According to the principal's presentation, the goal in 2022-23 was to retain staff and ensure students and staff understood clear and precise expectations. As a result, the school established the following three goals: 1) student-centered decisions would be the norm, 2) students would not inappropriately touch staff members, and 3) students would take ownership of their own behaviors through self-regulation. This laser-like focus and clear expectations for staff and students established a firm foundation for improving the school's climate and culture while increasing the safety of staff and students. Leadership has continued to develop effective communication processes, articulate norms, and recruit and retain certified staff members. Staffing improvements in 2023-24 created a positive outcome for the school, with an entire administrative team returning to the school in the fall and only one teacher seeking a transfer. This change created trust among staff and students that a new school learning environment was being developed.

To continue improving the culture and climate of the school, school leaders made physical changes to improve the school atmosphere. Also, the school worked to protect student confidentiality. The school added a protective privacy film to the glass on the entrance doors and displayed bright colors, stripes, and paw prints on the walls to provide direction for staff, students, and visitors. The school's unspoken language was developing, and per stakeholder interviews, it was beginning to feel like a cohesive school.



While the school's environment was changing to be conducive to learning, improving the school's academic achievement remains the focus. For example, the Measures of Academic Progress (MAP) assessment data showed the percentage of students performing on grade level in reading in 2019-20 was 29.2 percent, but in 2021-22, the percentage decreased to 22.9 percent. Similarly, in math in 2019-20, 20.7 percent of students performed at grade level, but the percentage decreased to 14.9 percent in 2021-22.

When the current principal arrived in 2022 with just seven weeks of school left, the school began identifying the academic vital signs to thoroughly understand school needs and address specific focus areas. At the beginning of the current principal's tenure, there was a lack of instructional monitoring and feedback provided to teachers about instruction, and teachers were uncomfortable having walkthroughs conducted in their classrooms. During the seven weeks remaining in the school year, the principal helped create the Literacy Committee to solicit teacher feedback and develop a process for evaluating programs and gathering evidence-based research. From the data collected and the discussion of academic needs, the Literacy Committee adopted and implemented Expeditionary Learning (known as EL) as the primary literacy resource.

A review of the district's EL Priority Walkthrough Indicators document showed specific success indicators and look fors that should occur in classrooms. While the document was included in the evidence provided by the school, the team found a lack of evidence that leaders use the district's EL Priority Walkthrough Indicators document to complete walkthroughs.

Interview data showed that in April 2022, the principal had identified and sought evidence showing the progression of addressing each Improvement Priority identified by the Diagnostic Review Team in November 2019. The principal also provided evidence of how each Improvement Priority was being addressed. The team, however, found the school had not had sufficient time to address the three improvement priorities adequately. Considering the principal's arrival in April 2022, the team encourages the principal to continue establishing improvement priorities from the previous Diagnostic Review.

The team understands that the principal is expected to improve the academic performance of students and ensure the environment remains conducive to learning. Although 70 percent of staff members were new at the beginning of the 2022-23 school year, the school was improving because the new staff members supported the leader's direction and were willing to work collaboratively. Staff members also reported they had increased momentum. More specifically, improvements occurred in the school that created a welcoming environment, retained teachers, and improved student behavior. However, while there are recognizable improvements, the principal and certified support staff are hindered from providing the constant support that staff members need to continue their progress because of the required support and time the preschool program requires.

The preschool is a district program housed at Cane Run, but the principal and staff often spend significant time dealing with preschool issues, such as student behavior and teacher absences, which lessens the time and energy they could spend improving Cane Run Elementary. For example, certified staff members are frequently required to cover preschool classes due to a lack of substitute teachers. The preschool program needs additional focus on transportation and discipline issues to establish a positive learning environment. To consistently help teachers improve instruction and increase student learning, the expectations for the principal and school team need to be considered and a sense of urgency created.

The school's quest for continuous improvement includes using Kagan teaching strategies with ongoing professional development, establishing collective commitments about using evidence-based high-yield instructional strategies to improve teacher clarity and efficacy, continuing to establish effective professional learning community (PLC) meetings with the support of the Solution Tree coach/consultant, ensuring academic interventions are differentiated to meet the needs of each learner, creating a continuous support system for teachers to gain knowledge of and implement the standards, and using data to address student's academic deficiencies to improve content/standards mastery. Staff members exhibit a collective desire to make the school a great place to work and learn. The staff is on the cusp of gradually releasing control to students by guiding them



to accept ownership of their learning. Also, the school is increasing learner engagement and assisting the learner with understanding individual data needed to improve learner success.

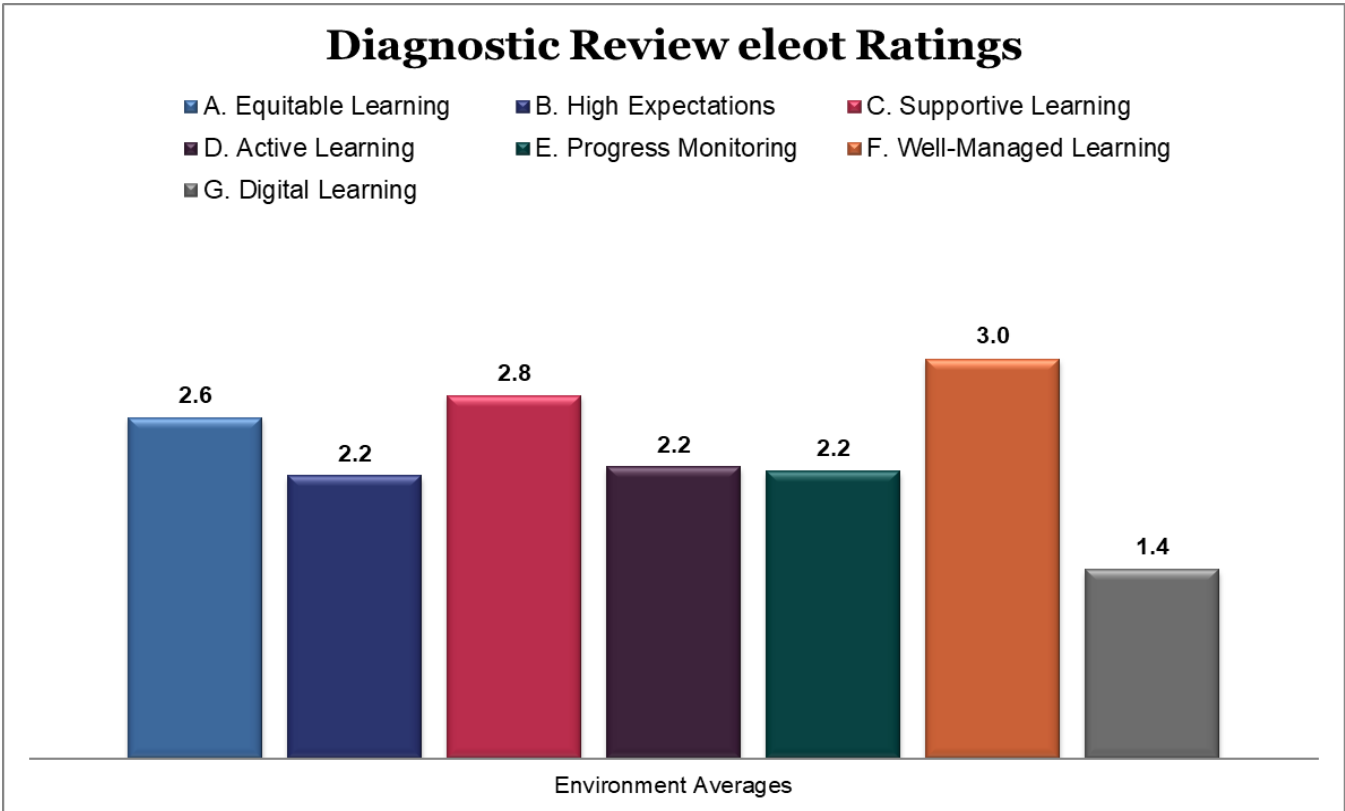
Interview data indicated that stakeholders felt the school was headed in the right direction under the current leadership because the environment is welcoming, student behavior has improved, and staff members want to work at Cane Run Elementary.



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	2.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	19%	56%	19%	6%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	25%	56%	19%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	25%	44%	31%
A4	2.3	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.	38%	25%	13%	25%
Overall rating on a 4-point scale:			2.6			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	19%	69%	13%	0%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	0%	63%	38%	0%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	38%	50%	13%	0%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	6%	56%	38%	0%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	0%	63%	38%	0%
Overall rating on a 4-point scale:			2.2			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	31%	56%	13%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	0%	50%	38%	13%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	38%	50%	13%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	25%	63%	13%
Overall rating on a 4-point scale:			2.8			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	0%	63%	38%	0%
D2	2.1	Learners make connections from content to real-life experiences.	31%	31%	38%	0%
D3	2.3	Learners are actively engaged in the learning activities.	6%	63%	31%	0%
D4	2.2	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	25%	31%	44%	0%
Overall rating on a 4-point scale:			2.2			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.1	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	13%	69%	13%	6%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	6%	56%	31%	6%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	6%	63%	25%	6%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	31%	50%	13%	6%
Overall rating on a 4-point scale:			2.2			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.1	Learners speak and interact respectfully with teacher(s) and each other.	0%	31%	25%	44%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	31%	25%	44%
F3	3.0	Learners transition smoothly and efficiently from one activity to another.	6%	25%	31%	38%
F4	2.9	Learners use class time purposefully with minimal wasted time or disruptions.	0%	38%	31%	31%
Overall rating on a 4-point scale:			3.0			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	56%	19%	25%	0%
G2	1.4	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	69%	25%	6%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	81%	13%	6%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 16 classroom observations in English language arts (ELA) and math classrooms. Of the seven learning environments, Digital Learning earned the lowest overall rating of 1.4 on a four-point scale. The highest-rated learning environment was Well-Managed, with an overall rating of 3.0. The High Expectations, Active Learning, and Progress Monitoring and Feedback Learning Environments all had an overall rating of 2.2.

Student performance data indicated a need to increase the academic rigor in most classrooms. In 38 percent of classrooms, it was evident/very evident 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).” In 13 percent of classrooms, it was evident/very evident that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Therefore, ensuring that staff members receive consistent and ongoing support in effectively using Kagan teaching strategies can help increase learner engagement and establish an environment where learners are willing to take risks in their own learning. As evidenced in 51 percent of classrooms, it was evident/very evident that “Learners take risks in learning (without fear of negative feedback) (C2).” The team found that students are beginning to understand the importance of learning in some classrooms and that learning requires students to engage in the lesson. Stakeholder interviews showed that students enjoy learning, but they want students who exhibit disruptive behaviors to be removed to create a positive and productive learning environment.

While the Well-Managed Learning Environment was the highest rated environment, the team observed student behaviors shifting from attentive behavior in the mornings to less attentive in the afternoons. More redirection of students’ attention was required in the afternoons. More specifically, it was evident/very evident in 69 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” It was also evident/very evident in 69 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Likewise, in 69 percent of classrooms, it was evident/very evident that “Learners transition smoothly and efficiently from one activity to another (F3).” And, in 62 percent of classrooms, it was evident/very evident that “Learners use class time purposefully with minimal wasted time or disruptions (F4).”



As a result, the observational data showed the school focuses on ensuring that the environment is conducive to learning and safe for staff and students. It is also important to note that during interviews, stakeholders reported that teachers and staff shared a collective commitment to implement, enforce, and celebrate the school's PBIS expectations. Because of the staff's collective commitment, the school environment is supportive of learning. Observational data showed that it was evident/very evident in 69 percent of classrooms that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)," and in 63 percent of classrooms, it was evident/very evident that "Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)." Similarly, learners who "demonstrate a congenial and supportive relationship with their teacher (C4)" were evident/very evident in 76 percent of classrooms.

As shared during the principal's presentation, teachers were uncomfortable with walkthroughs. The team also found a lack of monitoring of instruction and providing meaningful feedback to teachers. In essence, the team found a lack of accountability for both teachers and students. Although the school had improved the learning environment and students' and staff's commitment to continuous improvement had increased, the team found that in 19 percent of classrooms, it was evident/very evident that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Likewise, it was evident/very evident in 19 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." However, in contrast, it was evident/very evident in 37 percent of classrooms that "learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" and in 31 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or verbalize understanding of the lesson/content (E3)."

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

Establish, implement, monitor, and communicate a continuous improvement process (e.g., PBIS, PLCs, academic interventions, gradual release model called I Do, We Do, You Do, Kagan teaching strategies) with clearly defined protocols for all systems and instructional practices.

Standard 7: Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

Findings:

The principal has begun the preliminary work for setting clear expectations and communicating established protocols to address school systems and teacher instructional practices in collaboration with the staff.

The MAP assessment trend data showed students' academic progress decreased in reading and math. For example, the percentage of students performing on grade level in reading in 2019-20 was 29.2 percent, but in 2021-22, the percentage decreased to 22.9 percent. Likewise, MAP data shows that in 2019-20, 20.7 percent of students performed at grade level in math. That percentage decreased to 14.9 percent in 2021-22. Also, on the 2022-23 Kentucky Summative Assessment (KSA), only 14 percent of fourth-grade students scored proficient/distinguished in reading compared to the state average of 48 percent. Third- and fifth-grade reading and third-, fourth-, and fifth-grade math scores were suppressed for public reporting.

In 2022-23, Elementary and Secondary School Emergency Relief (ESSER) funds were used to employ an experienced academic coach to assist new teachers and focus on the multi-tiered system of supports (MTSS) process. Interview data showed that teachers met regularly in PLCs to discuss student data and make informed decisions. Stakeholder perception data revealed that 78 percent of educators agreed/absolutely agreed that "At my institution, we base our improvement efforts on learners' needs (5)." In addition, stakeholder perception data revealed that 70 percent of families agreed/absolutely agreed that "The adults care about children's well-being (7)." However, while data-driven decisions were being made, stakeholder interview data revealed that certified staff members were frustrated due to the lack of consistent coaching they were provided.

According to the principal's presentation, the school's 2022-23 academic needs included providing staff members with professional development about using resources. With the adoption of a new literacy curriculum, the Literacy Committee recommended the school purchase all needed resources and materials to support its implementation.

A review of the 2023-2024 CSI Comprehensive School Improvement Plan (CSIP) showed that it specifies how student growth and achievement will be achieved. Through the improvement planning process, leaders focused on priority needs, funding, and closing achievement gaps among identified subgroups of students. To further ensure that student achievement is progressing, the team reviewed the PDSA (Plan, Do, Study, Act) document. This intervention included intentional reading groups and progress monitoring of the student's intended goals. A review of the Cane Run Elementary AIS (accelerated improvement school) Weekly Agenda shows a focus on improving student academic outcomes.

While improved student outcomes are an expectation for teachers, school leaders realized there was a need for additional professional development to improve lesson planning and the feedback teachers need to increase their instructional capacity. Even though previous school turnaround plans included continuous improvement training



from Jim Shipley and Associates and the creation of a Cane Run Continuous Improvement Handbook, the team found little evidence that the school completed either initiative.

In conclusion, the team suggests the school continue its quest to effectively communicate clear expectations and procedures about the systematic protocols and research-based instructional strategies and ensure that staff members receive targeted professional development to effectively learn and execute instructional expectations. Also, the team recommends that the administration continue to effectively monitor instruction, provide immediate feedback to educators to improve pedagogy, and use data to inform instructional decisions. The school is encouraged to ensure that staff members actively participate in professional development by engaging in the content provided, asking clarifying questions, and consistently executing the instructional content and strategies.



Improvement Priority 2

Create and implement processes with input from all instructional staff to regularly monitor and adjust the implementation of data-driven instructional practices. Ensure instructional practices are implemented with quality and fidelity and provide specific individual feedback about instruction to ensure alignment with the school's mission, vision, and commitments; teaching of the approved curriculum; and use of content-specific standards to meet individual learner needs through differentiated instruction.

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

Findings:

Improving the academic achievement of Cane Run Elementary is essential to the success of the school and the learners. Addressing the percentage of students who are performing below the minimum academic expectations is a focus area. The data revealed that students are not consistently mastering the concepts taught.

As measured by the 2023 fall MAP data, 52 percent of third-grade students' reading scores and 54 percent of math scores were below grade-level proficiency. In fifth grade, 37 percent of students' reading scores and 63 percent of students' math scores were below grade-level proficiency.

Effectively addressing instructional delivery and ensuring that students are receiving targeted interventions to address individual academic areas of weakness is paramount. Observational data indicated that students who "engage in differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in 25 percent of classrooms. Also, students "actively engaged in the learning activities (D3)" were evident/very evident in 31 percent of classrooms.

As teachers receive professional development in Kagan teaching strategies to address student engagement, they are encouraged to intentionally model the use of various strategies in every lesson to engage the learner. Doing so would improve learners' success and ensure they take ownership of their own learning goals. Classroom observational data indicated that students who "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident in 38 percent of classrooms.

Increasing the level of rigor in coursework will improve learners' confidence in understanding the content and academic performance. Survey data showed that in response to the question asking what educators consider most important at their school (27), 82 percent of educators selected "Be engaged," and 77 percent of families (25) also selected "Be engaged." Additionally, 59 percent of students selected "Be quiet" when asked what adults say most of the time to students in their school (23). The team suggests that the school focus on changing the instructional environment so that teachers and students understand the value of active engagement.

The next step to improve student engagement and increase instructional rigor will require the teacher to gradually release control to the student and understand what active learning looks like. Students will also require an understanding of what active learning is, what their responsibility is as they learn to accept this new role, and how to actively engage without disrupting or minimizing instructional time.

While survey data revealed that families, educators, and students have the same perception regarding instructional delivery, the student's academic performance data on formative and summative assessments revealed that students are performing below the minimum baseline level for academic content/standards mastery. For example, on the elementary student survey, 71 percent agreed/absolutely agreed that "In the last 30 days, I had lessons that made me want to learn new things (12)." Also, on the elementary student survey, data revealed that 62 percent agreed/absolutely agreed that "In the last 30 days, I had lessons that were changed to meet my needs (13)." Likewise, the family survey revealed that 64 percent agreed/absolutely agreed that "Adults have high expectations for learning (10)." In comparison, on the educator survey, 75 percent agreed/absolutely agreed that "At my institution, we uphold high expectations for learning (12)."



A review of the artifacts revealed that in the school's 2023-24 CSIP, Cane Run's PLC plan is based on rebooting the staff's focus on conducting effective PLCs by ensuring that they are fully functioning in alignment with the appropriate framework. A review of the First Grade Cougar Crunch Time document showed a list of students who were grouped to work with teachers on specific skills. In addition, the 2023-2024 Cane Run Learning Walk file provided evidence that teachers are being observed and that feedback is being provided to improve instructional delivery and affirm that procedures and protocols are being implemented. As a result, the team found that teachers are willing to grow in their pedagogy, improve their learning environment, adhere to established protocols and procedures, and manage student behaviors. As indicated in the educator's survey, 68 percent agreed/absolutely agreed that "At my institution, we provide an instructional environment where all learners thrive (9)."

In conclusion, the Diagnostic Review Team suggests that teachers increase rigor, actively engage learners in meaningful activities (e.g., collaboration and academic conversations), decrease dependence on worksheets, and increase the use of higher-order questions to improve learner comprehension of the content taught. The team encourages school leaders to provide ongoing professional development on Kagan teaching strategies, higher-order questions, PLCs, and the I Do, We Do, You Do gradual release model and maintain high expectations for all staff and students. Recruitment and retention of quality staff who support turnaround work is essential. Staff members are encouraged to use the manipulatives provided, execute instructional expectations and strategies with fidelity, decrease their use of worksheets, and increase differentiated instruction and small rotational groups with targeted skills and rigorous content. The team recommends that instructional time be maximized, and classroom routines be established and implemented. Finally, the team encourages leaders, staff, and students to seek and accept constructive and guided feedback.

Your Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned with 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 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.

Cane Run Elementary underwent its first diagnostic review in 2019. This additional review considers the specific steps and strategies of the school since its prior review. Since that time, the school has not maintained stable leadership; there have been three principals since the last review. The current principal has been in place since April 2022. Twelve teachers left at the end of 2022. The principal has intentionally built a strong culture with high expectations and a goal of keeping and retaining staff. At the end of 2023, only one teacher left the school. Currently, there are open positions because two teachers have taken administrative jobs within the district.

The previous Diagnostic Review yielded three improvement priorities. Improvement Priority 1 was based on Standard 1.3 and instructed the school to establish, implement, monitor, and communicate a continuous improvement process with clearly defined protocols for all systems and instructional practice, and to use this process to guide the school in achieving measurable progress toward its mission and vision. Although the school’s mission and vision have not been formally revised, the leadership team and most staff articulated a clear vision and mission. The school has had training and monthly visits from a consultant and has made significant progress in adopting the PLC process. Teachers regularly discuss student data in their PLCs and place students in groups for targeted instruction. Evidence suggests that monitoring does not happen frequently due to coaches and leaders covering classes because of the lack of subs.

Improvement Priority 2, based on Standard 2.7, directed the school to create and implement processes with input from all instructional staff to regularly monitor and adjust the implementation of data-driven instructional practices. It also instructed them to ensure instructional practices are implemented with quality and fidelity and to provide specific individual feedback to ensure fidelity as well as provide specific individual feedback to ensure alignment with the school’s mission, vision, and commitments; teaching of the approved curriculum; and use of content-specific standards to meet individual learners’ needs through differentiated instruction. The staff has had Kagan Cooperative Learning training and has also had professional development on Hattie’s work on effect size. The school leadership has completed many walkthroughs with specific feedback but is often not performing regular duties due to covering because of the shortage of subs. One administrator stated they had covered three classes the week before and that one was for a half day.

Improvement Priority 3, based on Standard 12.2, directed the school to develop and implement a documented process to monitor and evaluate all programs that affect student learning, and involve all stakeholders in the



development of this process including the formalized cycle and timeline for evaluation of all academic programs and services. Evidence suggests that the school has reviewed some of their programs for effectiveness but there was no evidence of a formalized cycle and timeline to do so. The school did adopt, with teacher input, the district literacy and math programs before they were mandated. Teachers felt they had a voice in the decision-making process.

The school has received a total of \$426,653 in school improvement funds (SIF). Currently, the school has an available balance of \$175,000.00. Funds have been used to create positions for a reading recovery teacher and instructional coaches, instructional assistants for interventions, and an itinerant teacher to run a literacy lab. Expenditures have also been used to purchase materials for English learners and the literacy lab. Additionally, funds have been used to provide training from the Rutherford Coaching Institute, Dufour Professional Learning Communities, Kagan Structures, and Shipley School Improvement Systems. These trainings also included stipends for teachers. Additionally, funds were used to help implement the new (and recently mandated by the district) EL Education Language Arts Curriculum. These funds covered materials, module training, and teacher stipends. Funds were also used to start a literacy lab. These funds include an itinerant teacher, the purchase of Lexia English software and supplies for the lab. Also included was an instructional assistant to help with interventions. Most recently, funds were used to provide Solution Tree professional learning sessions. Since three different principals were a part of the process of choosing how to spend SIF funds, there was not a cohesive long-term plan. This has led to many different initiatives at different stages of implementation and scattered fidelity of implementation. According to the 2019 School Turnaround Plan, implementing Shipley Systems to create a school continuous improvement process was supposed to occur. The school was also to create a “Cane Run Systems Handbook”. There was no evidence that this was ever done. However, the new principal has been very deliberate in the use of SIF dollars and can articulate her vision of the impact these expenditures may have on the success of Cane Run Elementary.

There is evidence of some stakeholder involvement in the continuous improvement process. Teachers had input when the school adopted the new Expeditionary Learning curriculum prior to its mandate from the district. The principal also provides opportunities for teachers to provide feedback on a Google form. There is little or no evidence of this type of feedback occurring with the previous principals. There have been efforts by the school to get more input on the continuous improvement process from families, but the principal admits this is a work in progress.

The district’s support for Cane Run Elementary includes approval of the SIF application and amendment requests within each year of allocation. The team found that the district has provided an additional assistant principal outside of the school’s staffing allocation. The district uses the same formula for staffing CSI schools as all elementary schools across the district. The funding formula used to provide Cane Run’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. Cane Run received an allocation of \$332,900, which provides the principal with additional discretionary funds. 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. However, the amount allocated to a CSI school is increased using an additional demographic factor added into the calculations in the original algorithm. 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 AIS. The district’s human resources department provides principals of CSI schools early access to the transfer request list for staff as well as additional discretionary staffing options. However, when a transfer request is made for staff from another school within the district, the transfer option is often limited or compromised by the actions of the school being asked to release the transfer to the CSI school. Additionally, the district’s AIS office does provide additional monitoring requirements for specific programs and turnaround initiatives; however, it does not provide additional funding or staffing for the school’s turnaround work beyond the SIF and those items mentioned above. Additionally, the team was made aware that the principal is regularly required to use the school’s instructional coaches and assistant principals 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, many days, there are

unfilled vacancies in multiple classrooms. The team was also made aware that many of the staffing challenges faced by CSI schools are impacted by the current contract with the teachers' association.

Another issue the team was made aware of involves the district's preschool program which is housed at Cane Run Elementary and includes nine adult staff. The principal must use Cane Run's instructional support staff to fill vacancies in the preschool program when they occur. This practice negatively impacts the instructional support needed by classroom teachers, professional learning communities, grade level and content teams as they are not receiving the coaching and feedback these positions were designed to provide. The principal is also required to observe, monitor, and discipline the preschool staff. The team was also made aware that the district funds positions for assistant principals for its preschool programs, yet one is not assigned to oversee the program at Cane Run. Additionally, the principal and the administrative team must deal with all issues related to the preschool program involving parents and transportation.

The principal's passion for the students, parents, and community at Cane Run Elementary is evident notwithstanding the many obstacles inherited when named principal seven weeks before the end of the 2022 school year. In the first year as the new school leader, she has established high expectations for students and staff that have resulted in significant improvement in student behavior and staff retention. This year, the principal and the administrative staff are focusing their efforts on improving the academic performance of all students in math and reading while building the instructional capacity of all teachers.

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 has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal at Cane Run Elementary has demonstrated a clear understanding of what is necessary to lead the school's turnaround efforts and possesses the ability to guide the school in this effort. The principal has established procedures and protocols, as evidenced by the walkthrough schedule and feedback documents, to develop the capacity of the school's faculty.

The principal has made the improvement of student behavior a priority. This is evident in the various documents and artifacts provided by the school. Additionally, this was also referenced in multiple interviews with students, staff, and faculty. Survey data from students indicated they feel welcomed and supported. The principal is modeling the strategies and procedures during professional learning that should be utilized in all classrooms. In leading and modeling these instructional strategies, the principal seeks to make the school more effective for each student, teacher and staff, all families and the community. Additionally, recent data revealed that this year, from August to November 1, 2023, Student Response Team (SRT) calls for student behavior incidents have been reduced from 1107 to 362 over the same period in 2022.

The development of a new staff handbook, which clearly delineates roles and responsibilities for staff members and provides a clear set of guidelines across all classrooms, was implemented by the principal. Communicating clearly defined expectations and standards, the principal has worked to adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

Leading the refinement of the PLC implementation plan and process for using assessment data was another example of the principal's leadership in data analysis and assessing instruction. Student assessment data is disaggregated using the four guiding PLC questions to determine which strategies worked and determine next steps. This process was evident in multiple documents provided by the school to the team in their documents and artifacts. The principal empowers teachers to develop technically appropriate systems of data collection, management, analysis, and use of student data.

The principal exhibits a sense of urgency in addressing Cane Run's status as a school with a designation for More Rigorous Intervention (MRI). This was evident in general observations, review of evidence and interviews. The system for walkthroughs currently in use provides specific feedback to coach teachers toward greater effectiveness and increased student learning, and to develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

An area of growth that became apparent due to interviews and observations was a need to ensure consistency in communication with all staff. A perception that was shared by multiple staff members was that at times various members of the administration were inconsistent in communicating a unified message regarding priorities and initiatives. It was also shared that some staff did not feel they were provided with timely communication regarding administrative decisions and plans. The principal needs to develop protocols within the administrative team that ensures all staff receive accurate and timely communication from all members of the administrative team.

The principal has developed a culture of high expectations along with the support for staff and students to meet those expectations. This is evident in the significant reduction in behavior incidents and suspension of students. The retention of staff is another example of this shift in the school's culture. At the start of the 2022-23 school year, 70 percent of staff requested to transfer out of Cane Run Elementary. At the start of the 2023-24 school year, only one teacher sought to transfer to another school. The principal has a passion to make this school more effective for each student, teacher and staff, all families, and the community. The principal is inspiring her staff, students, and the community to join in this quest.

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
Rechel Anderson, Ed.D. Lead Evaluator	Dr. Rechel M. Anderson’s professional career, which spans nearly two decades in both North Carolina and South Carolina, began as a public school teacher and evolved to an assistant principal (elementary and secondary), principal, and director of curriculum and instruction. Currently, Rechel is the superintendent of Jasper County School District, where she is working to improve the school district with a specific emphasis on curriculum and instructional programs that positively impact the district’s achievement culture. Rechel also published her first book, entitled “Professional Walk: An Educator’s Perspective” in December 2022.
Chris Mueller, Ed.D. Associate Lead	Dr. Chris Mueller has over 38 years of experience as a teacher, administrator, and Educational Recovery Leader (ERL). He has taught at the middle, high school, and collegiate levels. While serving as an ERL, Chris worked with administrative teams and school leadership teams to facilitate turnaround efforts in Kentucky’s central region. Additionally, he has been an associate lead in multiple Diagnostic Reviews across the commonwealth. Chris has also led monitoring reviews in CSI schools for the Kentucky Department of Education (KDE). He is a certified facilitator for the National Institute for School Leadership (NISL) for the Lead-KY initiative. Chris also has experience as an adjunct instructor in political science for Campbellsville University.
Jim Hamm Team Member	Jim Hamm has 40 years of experience as a teacher and administrator. He is currently serving at KDE. He helps with Diagnostic Reviews and provides support for schools. He has served as an elementary and high school principal. He has also held central office positions. During the last nine years of his career, he worked at KDE as a professional growth and effectiveness lead, ERL, state assistance monitor, and state manager. His last assignment was as state manager of the Breathitt County School District.
Jennifer Horvath, Ed.D. Team Member	Dr. Jennifer Horvath is a Global Services Regional Director for Cognia and supports Indiana, Ohio, and West Virginia. Previously, she was the associate director and state director for Indiana for a combined seven years, where she coordinated the accreditation and continuous improvement efforts for schools and systems in her region. She has provided professional learning for schools and school systems and at various conferences in the United States. In her position, Jennifer has been a Lead Evaluator for schools and systems nationwide. She has over 25 years of experience as a teacher, instructional coach, and building and central office administrator.

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.	2

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.	3

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.	3
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.	1
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.	1

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.	3
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.	2
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.	3

Student Performance Data

School Name: Cane Run Elementary

2022-23 Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (22-23)	%P/D State (22-23)
Reading	3	*	46
	4	14	48
	5	*	48
Math	3	*	43
	4	*	42
	5	*	41
Science	4	*	35
Social Studies	5	*	42
Editing and Mechanics	5	*	47
On Demand Writing	5	*	39

*Student performance level data were suppressed for public reporting

Plus

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

Delta

- Data revealed that only 14 percent of fourth-grade students scored proficient or distinguished in reading compared to the state average of 48 percent.
- Fall MAP data (provided by the school) revealed that 52 percent of third-grade students' reading percentile rank was low.
- Fall MAP data showed that 54 percent of third-grade students' math percentile rank was low.
- Fall MAP data showed that 24 percent of third-grade students' reading percentile rank was low average.
- Fall MAP data showed that 24 percent of third-grade students' math percentile rank was low average.
- Fall MAP data revealed that 46 percent of fourth-grade students' reading percentile rank was low.
- Fall MAP data indicated that 26 percent of fourth-grade students' reading percentile rank was low average.
- Fall MAP data indicated that 67 percent of fourth-grade students' math percentile rank was low.
- Fall MAP data indicated that 37 percent of fifth-grade students' reading percentile rank was low.
- Fall MAP data indicated that 29 percent of fifth-grade students' reading percentile rank was low average.
- Fall MAP data indicated that 63 percent of fifth-grade students' math percentile rank was low.

Elementary English Learner (EL) Progress

Group	School (22-23)	State (22-23)
Percent Score of 0	40	26
Percent Score of 60-80	50	35
Percent Score of 100	10	24
Percent Score of 140	*	14

*Student performance level data were suppressed for public reporting

Plus

- The percentage of ELs scoring 60-80 points for progress on the ACCESS assessment was 50 percent, while the state average was 35 percent.

Delta

- The percentage of ELs scoring zero points for progress on the ACCESS assessment was 40 percent, while the state average was 26 percent.
- The percentage of ELs scoring 100 points for progress on the ACCESS assessment was 10 percent, while the state average was 24 percent.

2022-23 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	*	*	*	*
Female	*	*	*	*	*	*
Male	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	*	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	*	*	*	*	*	*
Non-English Learner or Monitored	*	*	*	*	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

Plus

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

Delta

- Fall MAP data indicated that 57 percent of third-grade female students earned a low percentile rank in reading.
- Fall MAP data indicated that 61 percent of third-grade female students earned a low percentile rank in math.
- Fall MAP data showed that 50 percent of third-grade male students earned a low percentile rank in reading.

- Fall MAP data revealed that 46 percent of third-grade male students earned a low percentile rank in math.
- Fall MAP data indicated that 57 percent of third-grade African American students earned a low percentile rank in both math and reading.

2022-23 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 4th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	14	*	*	*	*	*
Female	17	*	*	*	*	*
Male	*	*	*	*	*	*
African American	5	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	12	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	17	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	13	*	*	*	*	*
Non-English Learner or Monitored	13	*	*	*	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	14	*	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

Plus

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

Delta

- KSA data revealed that 14 percent of fourth-grade students scored proficient/distinguished in reading.
- KSA data showed that only five percent of fourth-grade African American students scored proficient/distinguished in reading.
- KSA data showed that 17 percent of fourth-grade female students scored proficient/distinguished in reading.

- KSA data indicated that only 12 percent of economically disadvantaged students scored proficient/distinguished in reading.
- KSA results revealed that only 13 percent of fourth-grade non-English learners scored proficient/distinguished in reading.
- Fall MAP data revealed that 44 percent of fourth-grade female students earned a low percentile rank in reading.
- Fall MAP data revealed that 73 percent of fourth-grade female students earned a low percentile rank in math.
- Fall MAP data revealed that 48 percent of fourth-grade male students earned a low percentile rank in reading.
- Fall MAP data revealed that 52 percent of fourth-grade male students earned a low percentile rank in math.
- Fall MAP data revealed that 45 percent of fourth-grade African American students earned a low percentile rank in reading.
- Fall MAP data revealed that 63 percent of fourth-grade African American students earned a low percentile rank in math.

2022-23 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	*	*	*	*
Female	*	*	*	*	*	*
Male	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	*	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	*	*	*	*	*	*
Non-English Learner or Monitored	*	*	*	*	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	*	*	*	*	*	*
Homeless	*	*	*	*	*	*

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

Plus

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

Delta

- Fall MAP data revealed that 35 percent of fifth-grade female students earned a low percentile rank in reading.
- Fall MAP data revealed that 29 percent of fifth-grade female students earned a low average percentile rank in reading.
- Fall MAP data revealed that 38 percent of fifth-grade male students earned a low percentile rank in reading.
- Fall MAP data revealed that 31 percent of males in fifth grade earned a low average percentile rank in reading.
- Fall MAP data revealed that 41 percent of fifth-grade African American students earned a low percentile rank in reading.
- Fall MAP data revealed that 35 percent of fifth-grade African American students earned a low average percentile rank in reading.
- Fall MAP data revealed that 65 percent of fifth-grade females earned a low percentile rank in math.
- Fall MAP data revealed that 62 percent of males in fifth grade earned a low percentile rank in math.
- Fall MAP data revealed that 72 percent of fifth-grade African American students earned a low percentile rank in math.

Schedule

Tuesday, January 16, 2024

Time	Event	Where	Who
2:45 p.m. – 3:15 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
3:30 p.m. – 5:30 p.m.	Principal's Presentation & Principal's Interview	School	Diagnostic Review Team Members Principal

Wednesday, January 17, 2024

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m.- 4:47 p.m.	Interviews / Stakeholder Interviews / Artifact Review Team Work Session #2	School	Diagnostic Review Team Members

Thursday, January 18, 2024

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

Friday, January 19, 2024

Time	Event	Where	Who
8:00 a.m. – 11:30 a.m.	Final Team Work Session	Hotel (due to inclement weather)	Diagnostic Review Team Members

Monday, January 22, 2024

Time	Event	Where	Who
8:00 a.m. – 2:30 p.m.	Classroom Observations/General Observations *Due to inclement weather, an additional day was added to observe.	School	Diagnostic Review Team Member