Cognia Diagnostic Review Report

Results for:

Kerrick Elementary

January 9-12, 2023

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Table of Contents

Introduction **2**
Performance Standards Evaluation 2
Insights from the Review 3
Potential Leader Actions: 4
Effective Learning Environments Observation Tool (eleot) Results **5**
eleot Narrative 9
Potential Leader Actions: 10
Improvement Priorities **11**
Improvement Priority 1 11
Potential Leader Actions: 12
Improvement Priority 2 13
Potential Leader Actions: 14
Your Next Steps 14
Principal Capacity in Diagnostic Review **15**
Team Roster **17**
Appendix **18**
Cognia Performance Standards Ratings 18
Key Characteristic 1: Culture of Learning 18
Key Characteristic 2: Leadership for Learning 20
Key Characteristic 3: Engagement of Learning 22
Key Characteristic 4: Growth in Learning 24
Student Performance Data 27
Schedule 31

Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	20
Noncertified Staff	2
Students	32
Parents	6
Total	69

Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to

indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

Culture emerged as the most significant strength at Kerrick Elementary. The staff and administrators have cultivated a loving and caring environment that is nurturing and responsive to the needs of students and families. Staff members said they enjoy working in a family atmosphere where colleagues support each other and the families of students. The team found that 82 percent of educators agreed/absolutely agreed that "At my institution, we work closely with each other and our stakeholders to support learners (6)." Students said they felt like Kerrick Elementary was a safe environment free from judgment and where everyone feels welcome regardless of what language they speak or where they are from. For instance, 90 percent of students agreed/absolutely agreed that "Adults treat us with respect (2)." Students further said that teachers and administrators are trusted adults they could talk to when needed and that they enjoy learning. Parents said they are encouraged to participate in school events and always feel welcome. A review of the family survey found that 85 percent agreed/absolutely agreed that "The adults make us feel welcomed (1)." Stakeholders took pride in their school because of the strong sense of community felt throughout the building.

Stakeholders said they appreciated the communication that came from teachers and administrators. According to interview data and a review of the artifacts (e.g., parent newsletters) stakeholders are informed through email, phone calls, flyers, and conversations with teachers. However, a review of the school's website revealed that it had not been updated since the beginning of the prior year. Although not listed on the school website, artifact reviews included a 2022-23 Student Handbook designed for parents. Parent interviews indicated that teachers and administrators would return calls to address the needs of their children. Parent-student conferences are used to regularly communicate to parents what their child is learning, and teachers will meet at additional times as needed. Staff members reported that they appreciated the staff community calendar used to schedule events for the school, allowing them to be advised of and plan for upcoming events.

The school created a Family Engagement Team to provide opportunities for families to become more involved in the school and the education of the students. While the school has programs and strategies (e.g., Family Engagement Team, Purposeful People, Women of Worth, Wonderful Animals Giving Support Therapy Dog Program) as part of the Multi-Tiered System of Support (MTSS) to improve the students' social and emotional health, the evidence indicated the school did not consistently or effectively use data to determine if the programs meet the social and emotional needs of the students.

A review of the artifacts indicated that Kerrick Elementary has a Comprehensive School Improvement Plan (CSIP) to address students' academic deficiencies. However, stakeholder interviews suggested that more communication should be established to outline a clear plan for implementing and monitoring strategies and activities listed in the CSIP. The review indicated that the school still needs to implement strategies and activities with integrity and fidelity and revisit them to make instructional adjustments. More evidence was needed to support the claim that coaching cycles improve instructional practices. Although the Academic Instructional Coach (AIC) meets weekly with teachers to provide professional learning opportunities, there needs to be more consistency in the process, including implementing new practices and monitoring professional learning. The educator survey indicates that 65 percent of educators agreed/absolutely agreed that "At my institution, we provide an instructional environment where all learners thrive (9)." The team suggests that the school consistently and effectively use data to make

instructional decisions and actively monitor and evaluate instructional practices that will improve student learning while ensuring the instructional integrity of evidence-based practices.

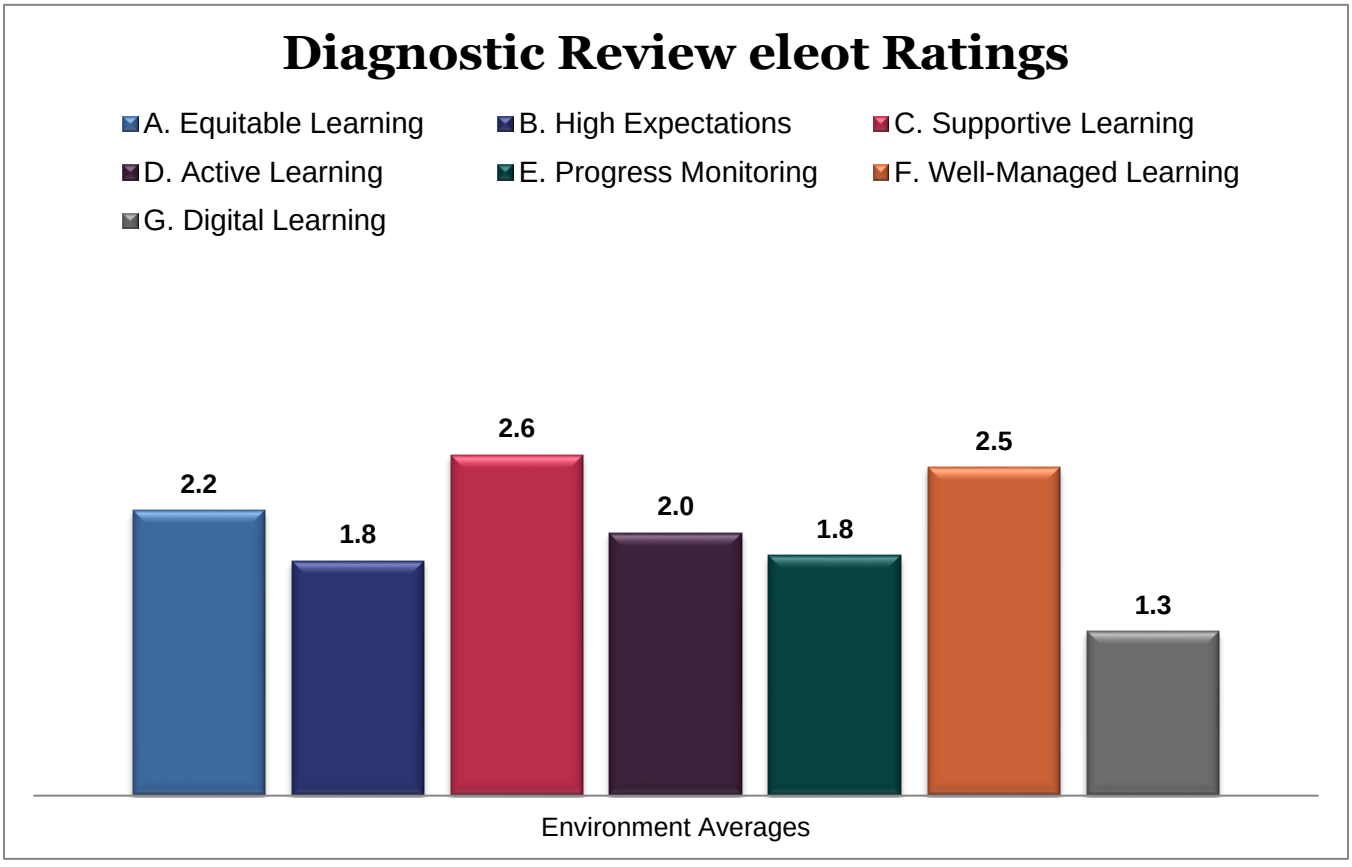
Potential Leader Actions:

- Use the CSIP to determine the data needed to evaluate strategy and activity effectiveness.
- Provide teachers with a plan to address instructional practices that are communicated, evaluated, and monitored.
- Provide teachers with support through a coaching process that provides immediate and long-term feedback.
- Ensure instruction produces student outcomes that align with the Kentucky Academic Standards (KAS).

Effective Learning Environments Observation Tool (eleot) Results

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

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



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	56%	38%	6%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	50%	31%	13%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	31%	44%	25%
A4	1.8	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.	44%	38%	19%	0%
Overall rating on a 4-point scale:		**2.2**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.7	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	44%	44%	13%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	13%	56%	31%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	69%	25%	6%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	31%	50%	13%	6%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	44%	38%	19%	0%
Overall rating on a 4-point scale:		**1.8**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	19%	19%	44%	19%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	25%	31%	31%	13%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	56%	31%	13%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	19%	38%	31%
Overall rating on a 4-point scale:	**2.6**					

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	31%	44%	25%	0%
D2	2.1	Learners make connections from content to real-life experiences.	31%	38%	25%	6%
D3	2.3	Learners are actively engaged in the learning activities.	6%	63%	25%	6%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	50%	31%	19%	0%
Overall rating on a 4-point scale:	**2.0**					

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	56%	31%	13%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	6%	69%	6%	19%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	19%	63%	19%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	75%	19%	0%	6%
Overall rating on a 4-point scale:		**1.8**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	25%	0%	50%	25%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	19%	50%	19%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	31%	25%	31%	13%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	31%	31%	19%	19%
Overall rating on a 4-point scale:		**2.5**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	56%	38%	6%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	94%	6%	0%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	94%	0%	0%	6%
Overall rating on a 4-point scale:	**1.3**					

eleot Narrative

The Diagnostic Review Team conducted 16 observations in core content classrooms using the eleot tool. Also, the team conducted informal observations in non-core content classrooms and common areas.

Several strengths emerged from the observational data. Staff members and administrators, for example, supervised students in structured and non-structured environments. They monitored restroom breaks, transitions to the cafeteria and specials, carpool, and bus arrivals and departures. The professional support staff provided the teachers with a duty-free lunch and an opportunity for students to interact with other staff members. In addition, observational data indicated that instances of students who "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" were evident/very evident in 69 percent of classrooms.

Team members observed teachers, support staff, and administrators attending to individual students' needs as they entered the building, moved throughout the day, and prepared to leave. Students were receptive and appeared to trust each adult as they interacted positively. For instance, it was evident/very evident in 75 percent of classrooms that "Learners speak and interact respectfully with teachers(s) and each other (F1)." Teachers treated students with respect, as indicated by observers finding it evident/very evident in 69 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." Students confirmed in interviews that teachers are adults they can trust and talk to if needed. For instance, the team found it evident/very evident in 63 percent of the classrooms that "Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)."

Instruction was primarily teacher-directed, and team members observed that it was evident/very evident in 25 percent of classrooms that "Learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)." In most classrooms, students completed the same assignment. Although specific centers or groups were assigned, it was observed that differentiation rarely occurs with it being evident/very evident in six percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Observational data indicated that students used Chromebooks individually to read and answer questions and rarely used these devices for collaborative assignments. Learners who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” were evident/very evident in 19 percent of classrooms. Observational data also revealed that instruction in many classrooms lacked rigor and was below the appropriate depth of knowledge level. Student questions in most classrooms were at the knowledge and recall level. Learners 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 19 percent of classrooms. The team observed improvement opportunities regarding students explaining their learning and how they were assessed. Learners who “understand and/or are able to explain how their work is assessed (E4)” were evident/very evident in six percent of classrooms. Observational data further revealed that it was evident/very evident in six percent of classrooms that “Learners demonstrate and/or are able to describe high-quality work (B3).”

The Diagnostic Review Team identified several strengths the school could leverage to improve student learning. For example, well-managed classrooms provide a foundation for implementing innovative and evidence-based strategies such as differentiated instruction and student learning tasks.

Potential Leader Actions:

- Leverage student relationships to increase opportunities for collaborative learning, allowing students to analyze, apply, evaluate, and synthesize information.
- Develop an instructional framework that requires teaching and learning to be at the appropriate depth of knowledge level in relation to expected performance on the Kentucky Summative Assessment (KSA) by applying evidence-based practices.
- Develop expectations, support teachers in learning, and implement strategies to address differentiated instruction based on student needs.

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

Leadership should establish, implement, monitor, and communicate a documented, systematic continuous improvement process that provides clear direction for improving conditions that support learning for all stakeholders. This process should include data analysis and implementation procedures that meet learners' academic and non-academic needs.

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

Findings:

Student performance data suggested that the school needs to consistently implement a data-informed process that addresses students' academic needs through systematic, continuous improvement. The percentage of students scoring proficient/distinguished on the KSA in 2021-22 was below the state average in reading in grades 3-5 and in grade 3 math, social studies, and editing and mechanics. Classroom observations further indicated the need for high expectations within the classroom. Learners who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 13 percent of classrooms. In addition, the team found it evident/very evident in six percent of classrooms that "Learners demonstrate and/or able to describe high quality work (B3)." In contrast, survey data showed that 91 percent of educators agreed/absolutely agreed, "At my institution, we uphold high expectations for learning (12)."

Opportunities for teachers to engage in professional development are provided by the AIC on a weekly basis. A review of artifacts and informal observations identified professional development agendas for English language arts and math. In addition, the evidence provided showed that multiple topics were addressed during weekly professional learning community (PLC) days. Similarly, 95 percent of educators agreed/absolutely agreed, "In the past 30 days, I participated in learning experiences that increased my knowledge (22)." Although educators participated in professional development, interviews indicated no consistent PLC protocol, meeting date and time, monitoring, or accountability of expectations to implement programs across the school.

The team found that interview data differed from survey data regarding expectations, accountability, feedback, and consistency when addressing formative assessment data, differentiated instruction, and instruction at the appropriate level. According to interview data, the school needed a plan and process to implement change and to hold all professional members accountable. Interviews indicated that staff members wanted more feedback on how they performed in the classroom. In contrast, 95 percent of educators surveyed agreed/absolutely agreed that "At my institution, we know and perform our jobs well (13)."

A review of documents and artifacts produced little evidence of instructional leadership by the administrative team. PLC, faculty, and Gold Day meeting agendas indicated that the AIC was responsible for planning and leading meetings. Stakeholder interviews revealed an inconsistency in responses regarding who the instructional leader was in the building. Informal observations suggested the AIC was leading PLC meetings, and interview data confirmed this practice.

A review of the artifacts indicated that Kerrick Elementary has a CSIP to address students' academic deficiencies. Stakeholder interview data showed a lack of knowledge of the plan's details and that administrators completed the

plan. Reviews of the CSIP revealed multiple strategies and activities, including progress monitoring and how the success of each activity will be measured. The team found no evidence of monitoring the implementation or communication of the CSIP. Survey data revealed that 63 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13).” Family survey data revealed that 76 percent agreed/absolutely agreed that “The adults are committed to trying new things to improve (6).”

The Diagnostic Review team found that different verbiage was used when sharing what the vision/mission of the school currently states. Evidence from interviews, surveys, observations, data, and artifacts indicated no clearly communicated plan for improving the use of data to improve conditions that support the academic and non-academic needs of students.

Potential Leader Actions:

- Establish a systematic continuous improvement plan that is communicated to stakeholders providing clear directions for improving conditions.
- Create processes and procedures for using data to determine the effectiveness of instructional strategies. Use findings from this process to identify professional development needs that will improve professional practices.
- Triangulate data points to provide a clear direction for improving conditions that support learning.
- Develop a protocol to track actions that improve the conditions that support learning. The protocol should outline frequency of action, persons responsible, next steps, implementation of the larger plan, and evaluation of improving conditions that support learning.

Improvement Priority 2

Develop, implement, and evaluate a comprehensive system that focuses on consistent monitoring, coaching, and feedback to ensure instructional practices are adjusted based on student performance aligned to mastery of the KAS. The process will include components focused on monitoring the quality and fidelity of instructional practices as they pertain to advancing learners' knowledge.

Standard 22: Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

Student performance data suggested that the school needs to consistently implement a data-informed process that addresses students' academic needs. The percentage of students meeting proficient/distinguished on the KSA in 2021-22 was below the state average in reading in grades 3-5 and in grade 3 math, social studies, and editing and mechanics. For example, 20 percent of third-grade students were proficient/distinguished in reading and 17 percent in math, respectively. In contrast, third-grade students statewide were 45 percent proficient/distinguished in reading and 38 percent proficient/distinguished in math, respectively. In addition, 14 percent of students in the fourth grade met proficient/distinguished in reading, whereas 46 percent were proficient/distinguished statewide.

Further data indicates that 19 percent of fifth-grade students at Kerrick Elementary were proficient/distinguished in reading, whereas 45 percent of fifth-grade students statewide scored proficient/distinguished. Forty-four percent of English Learner students received 0 points for progress on the ACCESS assessment in 2021-22, which was above the state average of 38 percent. While student performance is below grade-level expectations, the family survey revealed that 76 percent of families agreed/absolutely agreed that "The adults are committed to trying new things to improve (6)."

Classroom observational data showed that students rarely engage in differentiated assignments to meet their academic needs. For example, it was evident/very evident in six percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Educator survey data differed from observational data. For instance, survey data showed that 83 percent of educators agreed/absolutely agreed that "In the past 30 days, I provided opportunities for learners that align to their needs (18)." Educator and student survey results supported classroom observational data; for example, the survey revealed that 63 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)" and 65 percent of educators agreed/absolutely agreed that "At my institution, we provide an instructional environment where all learners thrive (9)."

Although a review of documents supported a lesson plan that included differentiated instruction and a professional development plan to address the needs of students, stakeholders could not provide a consistent vision or mission that addressed the academic needs of students. Interviews indicated a need for more plan development and monitoring in the areas of instruction and the use of data to determine instructional next steps. Although few classrooms were observed effectively using differentiated instruction, survey data showed 76 percent of families agreed/absolutely agreed that "The adults are committed to trying new things to improve (6)." Stakeholder interviews further indicated an inconsistency in the use of data to drive instructional decisions within the classroom and school, even though the document review indicated a Data Hub for each classroom. Informal observations showed that staff members were provided professional development to understand the results and use MAP data; however, further study showed that while artifacts reveal a MAP process, interview data suggested a lack of communication of expectations for consistently using data to improve reading and math.

Student interview data revealed that students considered schoolwork easy in their classrooms. Observational data verified that well-managed classrooms existed. For instance, it was evident/very evident in 75 percent of classrooms that "Learners speak and interact respectfully with teachers(s) and each other (F1)." However, the team noted that the school lacked high academic expectations, as verified by observations. The team found it

evident/very evident in 13 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).”

Parents cited school communication as a strength; however, they identified a need for more information on using the Parent Portal to access academic information in real-time. In addition, parent interviews revealed that teachers used an agenda to communicate behavior and assignments in recent years, but the agenda is no longer used. Parents noted that the agenda was helpful in supporting the teachers each day.

The Diagnostic Review Team examined learning walkthrough data provided by the school. Artifacts revealed that nine walkthroughs were conducted during the first semester of the 2022-23 school year. Artifacts also indicated that the eleot observation tool was used once in 15 classrooms during the first semester of the 2022-23 school year. School eleot data indicated that it was evident/very evident in 27 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” At the same time, the team found it evident/very evident in 31 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).”

The Diagnostic Review team found that instruction in most classrooms needed to be consistently adjusted based on the academic needs of students and that data were not used throughout the school to determine the next steps in meeting the educational needs of students.

Potential Leader Actions:

- Develop, document, and train staff members on a comprehensive system that evaluates the monitoring, coaching, and feedback regarding the implementation of instructional practices.
- Use data and the KAS to determine appropriate evidence-based instructional practices.
- Monitor the systematic processes to ensure the quality and fidelity of instructional practices.
- Identify evidence-based instructional strategies that address differentiated learning and provide teachers the opportunity to observe those expected practices.
- Develop a professional development plan that includes data and analysis techniques.
- Develop a process to analyze formative and summative achievement data to guide instruction.

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 to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

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

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

Principal Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal requires intensive support to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal has established a caring and loving community within the learning environment for the students and staff of Kerrick Elementary. In addition, the principal presentation, stakeholder interviews, and observations conducted during the review indicated that students are cared for and made to feel safe by the adults in the building. Furthermore, interviews and perception surveys indicated that the principal was well liked by all stakeholder groups (e.g., parents, teachers, students). However, observations and stakeholder interviews indicated the principal was not viewed as the instructional leader of the building.

The team found no evidence to support that the school principal has adopted a continuous improvement systems approach to achieving the vision, fulfilling the mission, and promoting the core values of the school. Stakeholder interviews, observations, and the principal presentation provided limited evidence of the use of multiple points of data to make decisions for student growth in the learning environment. MAP test data was repeatedly communicated as one data point for student performance, but evidence revealed limited or inconsistent additional data points being used by stakeholders for instructional decisions for students. As part of the evidence review, a "Data Hub" document was reviewed, but the team found limited evidence to indicate that an analysis occurred using these data. When interviewed, stakeholders repeatedly responded that there was not a process for evaluating instructional programs within the building.

The principal has shown limited engagement of others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous improvement within the school.

Evidence indicated that a PLC agenda document exists, and the Diagnostic Review Team observed the PLC process, but stakeholders indicated that formal PLC meetings occurred inconsistently and that the school leader was rarely a part of these meetings. The principal's attendance is imperative as the instructional leader of the school. Additionally, stakeholder interviews indicated a lack of coaching and feedback by school leadership to enhance the professional practices of teachers. Also, the principal has not clearly set expectations for teachers with respect to the use and implementation of instructional practices. Stakeholder interviews showed a desire for more presence from the principal in classrooms and in PLC meetings.

Finally, the principal has not employed situationally appropriate strategies for improvement. Processes and procedures exist with respect to the MTSS for students both academically and behaviorally, yet these processes and procedures lack a way to measure student success and evaluate the program's effectiveness. Evidence reviewed and stakeholder interviews indicated limited documentation of processes and procedures used for the planning, implementation, monitoring, and evaluation of instructional practices. It is essential that the principal becomes and is viewed as the instructional leader of the building. This building leader should use data within a continuous improvement model while engaging others to improve the core academic instruction and ultimately the student performance at Kerrick Elementary.

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 eleot 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
Lynda Ingram	Lynda Ingram has served in education for over 28 years. During her tenure, she has served as a teacher, department chair, National Association of Elementary School Principals (NAESP) national mentor, Classroom Organization and Management Program (COMP) trainer, Crisis Management trainer, assistant principal, and principal. While working in her positions, she served on district initiatives and committees that included AdvancED Accreditation, Educator Effectiveness, HALT (Anti-Bullying Program), Crisis Management, District Safety Protocols, Superintendents Advisory Committee, and Curriculum and Literacy Development. She currently serves as a principal coach with the Alabama State Department of Education and as an adjunct instructor at Shelton State Community College.
Ben Fritz	Ben Fritz has served in the education profession for 17 years. He taught business and marketing at East Carter High School in Grayson, Kentucky from 2006-12. Following his tenure as a teacher at East Carter High School, he served as an assistant principal during the turnaround process at East Carter High School from 2012-16. Ben also completed the National Institute of School Leadership program. He currently serves as the Educational Recovery Leader of Fairview Middle/High School in Ashland, Kentucky.
Holly Linville	Holly Linville has been in education for over 22 years, serving as a teacher and administrator. Holly has served as an assistant superintendent, director of curriculum and instruction, director of pupil personnel, district assessment coordinator, and math instructor. She is currently working as an Educational Recovery Leader with the Kentucky Department of Education. In this position, she works with the administration and leadership of schools that have been identified in need of CSI.
Lacheena Carothers	Lacheena Carothers has purposefully worked in alternative education for 19 years. She has developed, directed, reconstructed, and consulted with alternative education programs and schools in Indiana and Kentucky. Lacheena has worked as an alternative education program consultant at the Kentucky Department of Education. She now works as the Title I state agency director for the Kentucky Department of Juvenile Justice. She is currently working with the National Dropout Prevention Center as a candidate to become certified as a National Dropout Prevention specialist. In addition to working as an alternative educator, she worked at the Whitney Young Job Corps program as an entry educator for new students.

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.	**1**
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.	**1**
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.	**2**
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.	**1**
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	**2**

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	1
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.	1
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.	1

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.	1
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.	**1**

Student Performance Data

School Name: Kerrick Elementary School

2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	20	45
	4	14	46
	5	19	45
Math	3	17	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	10	37
Editing and Mechanics	5	21	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in reading at all grades 3-5 and in grade 3 math, social studies, and editing and mechanics.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	44	38
Percent Score of 60-80	13	28
Percent Score of 100	38	19
Percent Score of 140	6	9

Plus

- Thirty-eight percent of English Learner (EL) students received 100 points for progress on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- Forty-four percent of EL students received 0 points for progress on the ACCESS assessment in 2021-22, which was above the state average.
- Six percent of EL students received 140 points for progress on the ACESS assessment in 2021-22, which was below the state average.

2021-22 Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	20	17	N/A	N/A	N/A	N/A
Female	17	17	N/A	N/A	N/A	N/A
Male	*	17	N/A	N/A	N/A	N/A
African American	*	22	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	*	15	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	18	18	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	20	19	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	*	18	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	20	17	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

- The percentage of African American students who scored proficient/distinguished in math in grade 3 on the KSA in 2021-22 was higher than the all-student group.

Delta

- The percentage of female students who scored proficient/distinguished in reading in grade 3 on the KSA in 2021-22 was lower than the all-student group.
- The percentage of economically disadvantaged students who scored proficient/distinguished in math in grade 3 on the KSA in 2021-22 was lower than the all-student group.

2021-22 Percent Proficient/Distinguished 4th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	14	*	*	N/A	N/A	N/A
Female	13	*	*	N/A	N/A	N/A
Male	16	*	*	N/A	N/A	N/A
African American	10	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	21	*	*	N/A	N/A	N/A
Economically Disadvantaged	13	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	17	*	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	15	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	15	*	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	14	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

- The percentage of male students who scored proficient/distinguished in reading in grade 4 on the KSA in 2021-22 was higher than the all-student group.

Delta

- The percentage of female students who scored proficient/distinguished in reading in grade 4 on the KSA in 2021-22 was lower than the all-student group.
- The percentage of economically disadvantaged students who scored proficient/distinguished in reading in grade 4 on the KSA in 2021-22 was lower than the all-student group.

2021-22 Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	19	*	N/A	10	21	*
Female	21	*	N/A	*	21	*
Male	18	*	N/A	11	22	*
African American	18	*	N/A	*	17	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	27	*	N/A	12	26	*
Economically Disadvantaged	18	*	N/A	6	17	*
Non-Economically Disadvantaged	24	*	N/A	24	35	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	22	*	N/A	12	25	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	20	*	N/A	11	21	*
Non-English Learner or Monitored	19	*	N/A	8	19	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	17	*	N/A	10	21	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of female students who scored proficient/distinguished in reading in grade 5 on the KSA in 2021-2022 was higher than the all-student group.
- The percentage of male students who scored proficient/distinguished in social studies and editing and mechanics in grade 5 on the KSA in 2021-22 was higher than the all-student group.

Delta

- The percentage of male students who scored proficient/distinguished in reading in grade 5 on the KSA in 2021-22 was lower than the all-student group.
- The percentage of African American students who scored proficient/distinguished in reading and editing and mechanics in grade 5 on the KSA in 2021-22 was lower than the all-student group.
- The percent of economically disadvantaged students who scored proficient/distinguished in reading, social studies and editing and mechanics in grade 5 on the KSA was lower than the all-student group.

Schedule

Monday, January 9, 2023

Time	Event	Where	Who
6:00 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 10, 2023

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:30 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 11, 2023

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:30 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
6:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 12, 2023

Time	Event	Where	Who
8:30 a.m. – 11:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members