Report of the Diagnostic Review Team for Roosevelt Perry Elementary

1615 West Broadway
Louisville
KY 40203
US

Kimberly Marshall
Principal

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

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

Powerful Practices

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

Improvement Priorities

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

The Review

Roosevelt Perry Elementary School hosted a Diagnostic Review on February 16-19, 2016. Prior to the on-site review, the Lead Evaluator and Co-lead Evaluator engaged in several conference calls to discuss the following topics: 1) student performance data, 2) stakeholder diagnostic results, 3) Team schedule, 4) Team Workspace, 5) AdvancED Standards assignments, 6) virtual Team meeting agenda items and 7) documents applicable to Kentucky (i.e., TELL Survey). Similarly, the Lead Evaluator convened a virtual Diagnostic Review Team meeting on January 25, 2016, to discuss pertinent information regarding the upcoming Review. Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through

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emails to review and analyze multiple documents that the school provided to the Team. The Lead Evaluator and the Co-Lead Evaluator communicated by telephone and email with the principal prior to the Diagnostic Review. The essential purpose of these contacts was to discuss accessibility to school documents, the interview schedule, principal presentation and Team meeting room location.

The Diagnostic Review Team consisted of five-members who provided their knowledge, skills and expertise to this Diagnostic Review process. On Tuesday, February 16, 2016, the Team convened for its first on-site meeting, where the principal and the administrative team of Roosevelt Perry Elementary School presented an overview of the school's progress, challenges, achievement data and behavioral plan. The principal also described the school's journey. The principal discussed the difficulties and challenges the school had experienced in previous years and elaborated on the new initiatives she and her leadership team have implemented to improve behavioral and academic difficulties. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted to the Diagnostic Review Team for review in a timely manner.

Over the three day on-site visit, the Diagnostic Review Team conducted interviews with the school leadership team, teachers, principal, support staff, parents, students, district office staff and Kentucky Department of Education personnel. The feedback acquired through stakeholder interviews was used in conjunction with other evidence and data to support the findings of the Diagnostic Review. The Team also used the eleot™ classroom observation tool to observe classroom environments and quantify student engagement, attitudes and dispositions. The Diagnostic Review Team met for four and half hours on the evening of February 17, 2016, and for five hours on the evening of February 18, 2016 to review Indicator ratings, interview data and classroom observation data to identify improvement priorities and discuss additional evidence and artifacts.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Roosevelt Perry Elementary School for the warm welcome extended to each Team member and the professionalism demonstrated throughout the visit. The principal is to be commended for her quick response to emails and to the Team's request of varied documents and artifacts.

Data gathered through classroom observations and stakeholder interviews were fully examined along with other evidence to generate the findings of the Diagnostic Review. A total of 103 stakeholders were interviewed and 18 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, teachers and staff members were transparent, self-reflective, impartial and candid in discussing continuous improvement at Roosevelt Perry Elementary School.

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

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Stakeholder Interviewed	Number
Administrators	5
Instructional Staff	20
Support Staff	11
Students	62
Parents/Community/Business Leaders	5
Total	**103**

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

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Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.00
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.60
3.6	Teachers implement the school's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.00

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Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.20
3.11	All staff members participate in a continuous program of professional learning.	1.60
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.40

Standard 5 - Using Results for Continuous Improvement

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

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

Student Performance Diagnostic

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

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

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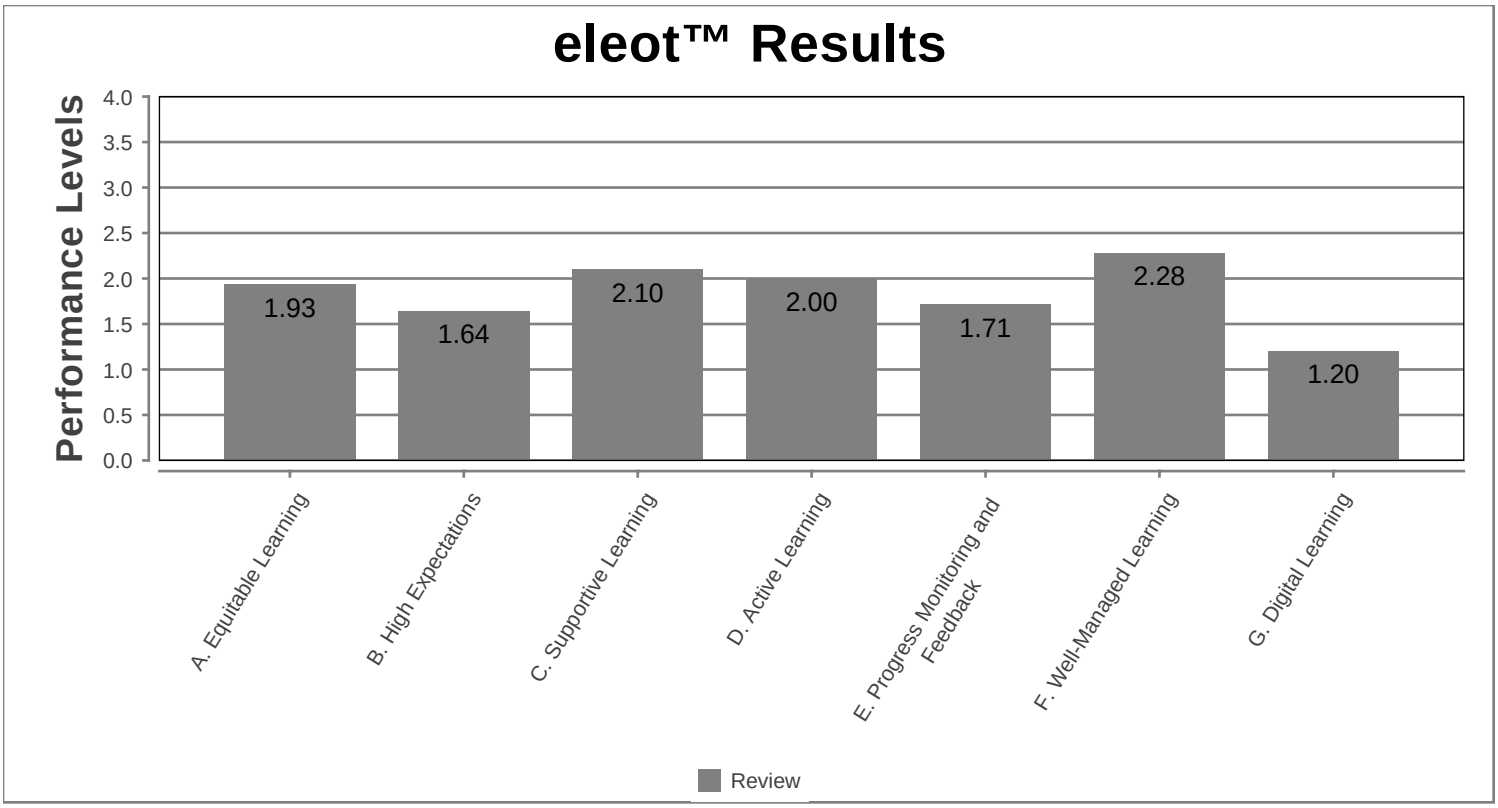
Effective Learning Environments Observation Tool (eleot™)

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

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



The Diagnostic Review Team conducted 18 classroom observations, which included all core subjects. The overall ratings ranged from 1.2 to 2.26 on a 4 point scale. The Well-Managed Learning Environment was the highest rated, and the lowest rated was the Digital Learning Environment. Though the school is a Magnet Technology school, there were minimal opportunities for students to use technology to conduct research, solve problems and work collaboratively for learning. This year, the school developed and implemented a new schoolwide discipline plan, and although not perfect, students seemed to embrace the behavioral expectations

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and routines of the school. Classroom observation data revealed learning environments with low expectations and lack of rigorous instruction, which impeded student engagement. Instances in which students were asked to respond to higher order thinking questions and rigorous course work were very limited in classrooms. Teachers seldom varied their instructional practices and rarely provided students with opportunities to take risks. Additionally, the Team infrequently observed teachers providing students with meaningful feedback.

The overall rating for the Equitable Learning Environment was 1.93 on a 4 point scale. The extent to which students had "equal access to classroom discussions, activities, resources, technology, and support" (A.2) was evident/very evident in 50 percent of classrooms. Instances where a student had "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident in only six percent of classrooms, suggesting that a vast majority of the classrooms used whole group instruction as a primary instructional delivery method. These data paralleled parent survey results, which revealed that 71 percent of parents agreed/strongly agreed with the statement, "All my child's teachers meet his/her learning needs by individualizing instruction," underscoring the need for school leaders to carefully examine the extent to which students are provided equitable and challenging learning opportunities and experiences that meet their individual learning needs. Of particular concern to the Team was that in only six percent of classrooms, observers reported that it was evident/very evident that "students had ongoing opportunities to learn about their own and others backgrounds/cultures/and differences," (A4) illuminating missed opportunities for students to learn about others background and differences. Students working in small groups with accountability for learning could increase opportunities for them to learn about and from one another.

The overall rating for the High Expectations Learning Environment was 1.64 on a 4 point scale, suggesting a need for staff members to implement rigorous instructional strategies and establish high expectations for student learning. It was evident/very evident in zero percent of the classrooms and somewhat evident in 61 percent of the classrooms that students "engaged in rigorous coursework, discussions and/or tasks," (B4). The indicator "is tasked with activities and learning that are challenging but attainable" (B2) received a rating of 1.8 on a 4 point scale. These data paralleled staff survey results, which revealed that 57 percent of staff agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." These results highlighted the need for the school to carefully monitor classroom instructional practices to ensure students are provided rigorous activities and coursework that keep them actively engaged in their learning. The extent to which students "know and strive to meet the high expectations established by the teacher" (B1) was evident/very evident in only 11 percent of the classrooms. Conversely, 91 percent of staff agreed/strongly agreed that "our school's leaders expect staff members to hold all students to high academic standards." A review of the school's performance data for 2014-2015 revealed that the school did not meet any of its proficiency delivery targets or gap delivery targets, confirming that students were not tasked with learning activities that stretched their thinking and caused them to rise to high expectations. Instances where students "asked and responded to questions that required higher order thinking (e.g., applying, investigating, evaluating, synthesizing)" (B5) were evident/very evident in only six percent of the classrooms, which suggested that in over 94 percent of the classrooms, students were not asked questions that required them to investigate, analyze, design, evaluate and predict. These results paralleled staff member survey results that indicated that only 50 percent of staff agreed/strongly agreed with the statement, "all teachers in our school regularly use instructional strategies that

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require student collaboration, self-reflection, and development of critical thinking skills." Teachers could benefit from embedded professional development on effective questioning techniques and challenging learning activities that keep students engaged and accountable.

The Supportive Learning Environment received a rating of 2.10 on a 4 point scale. Instances where students "demonstrated or expressed that learning experiences are positive" (C1) were evident/very evident in 33 percent of classrooms. The extent to which students were, "provided support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 44 percent of the classrooms. Each component of the Supportive Learning Environment represented potential opportunities for teachers to create a climate filled with positive learning experiences for students to increase understanding of rigorous content and could be possible leverage points for improvement. Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) were evident/very evident in 6 percent of the classrooms. These results indicated the need for school leaders to offer teachers professional development opportunities on personalized instruction, alternative instructional tasks/activities and timely feedback to students.

The Active Learning Environment received a rating of 2.00 on a 4 point scale. It was evident/very evident that students were "actively engaged in the learning activities" (D3) in 28 percent of the classrooms, which helps explain the high number of students exhibiting off task and disruptive behaviors. Student interview data revealed that students were not actively engaged in learning activities, because as several students said, "Class is boring", which confirmed why it was evident/very evident that only 28 percent of students had "several opportunities to engage in discussions with teacher and other students" (D1). Finally, in 11 percent of the classrooms, it was evident/very evident of students "making connections from content to real-life experiences" (D2). Collectively, ratings in the Active Learning Environment revealed potential areas that could be leveraged to improve student engagement. Varying instructional activities and providing opportunities for students to engage with the teacher and peers, for example, are excellent ways to capture the attention of students. Students could benefit from exploring and applying key concepts, which is the impetus of propelling positive student engagement.

The Progress Monitoring and Feedback Learning Environment received a rating of 1.71 on a 4 point scale. Instances in which students "had opportunities to revise/improve work based on feedback" (E5) were evident/very evident in six percent of the classrooms, suggesting that observers infrequently detected teachers effectively using rubrics or feedback to help students improve their work. It was evident/very evident in six percent of the classrooms that students "responded to teacher feedback to improve understanding" (E2). These data paralleled staff survey results, which revealed that 50 percent of teachers agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning." Instances in which students "demonstrates or verbalizes understanding of the lesson/content" (E3) were evident/very evident in six percent of the classrooms. These results underscore the need for school leaders to observe classroom practices to ensure teachers are monitoring students' progress and providing them with timely feedback on their learning.

The Well-Managed Learning Environment received a rating of 2.26 on a 4 point scale. Instances in which

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students were "collaborating with other students during student-centered activities" (F4) were evident/very evident in 11 percent of classrooms. Additionally, observations revealed that it was evident/very evident in 45 percent of classrooms that students "speaks and interacts respectfully with teacher(s) and peers" (F1). Interview data also revealed that staff and students were concerned that classroom disruptions interfered with the teaching and learning process. These data suggested that while this Learning Environment had the highest average score 2.26 on a 4 point scale, potential exists to leverage improvements in student behavior. Although stakeholders generally agreed that this Learning Environment had improved greatly over the past year, an opportunity exists for school leaders to continue to track data and use it to make decisions to improve this area.

Of the seven Learning Environments, the Digital Learning Environment received the lowest average rating with a 1.20 on a 4 point scale. Instances in which students used "digital tools/technology to communicate and work collaboratively for learning" (G3) were not observed in 94 percent of classrooms. Moreover, students using "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) were evident/very evident in just six percent of the classrooms. Although Roosevelt Perry is considered a Magnet Technology School, classroom observations revealed that student use of technology was primarily superficial or non-existent. Data collected in this environment strongly suggested the absence of digital tools being used to enhance the teaching and learning process.

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eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.44	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	5.56%	33.33%	61.11%
2.	2.44	Has equal access to classroom discussions, activities, resources, technology, and support	0.00%	50.00%	44.44%	5.56%
3.	2.50	Knows that rules and consequences are fair, clear, and consistently applied	0.00%	55.56%	38.89%	5.56%
4.	1.33	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	5.56%	22.22%	72.22%
Overall rating on a 4 point scale: 1.93						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.00	Knows and strives to meet the high expectations established by the teacher	0.00%	11.11%	77.78%	11.11%
2.	1.89	Is tasked with activities and learning that are challenging but attainable	0.00%	16.67%	55.56%	27.78%
3.	1.33	Is provided exemplars of high quality work	0.00%	0.00%	33.33%	66.67%
4.	1.61	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	0.00%	61.11%	38.89%
5.	1.39	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0.00%	5.56%	27.78%	66.67%
Overall rating on a 4 point scale: 1.64						

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C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.17	Demonstrates or expresses that learning experiences are positive	0.00%	33.33%	50.00%	16.67%
2.	2.39	Demonstrates positive attitude about the classroom and learning	0.00%	38.89%	61.11%	0.00%
3.	1.94	Takes risks in learning (without fear of negative feedback)	0.00%	16.67%	61.11%	22.22%
4.	2.33	Is provided support and assistance to understand content and accomplish tasks	0.00%	44.44%	44.44%	11.11%
5.	1.67	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	5.56%	0.00%	50.00%	44.44%
Overall rating on a 4 point scale: 2.10						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.11	Has several opportunities to engage in discussions with teacher and other students	0.00%	27.78%	55.56%	16.67%
2.	1.61	Makes connections from content to real-life experiences	0.00%	11.11%	38.89%	50.00%
3.	2.28	Is actively engaged in the learning activities	0.00%	27.78%	72.22%	0.00%
Overall rating on a 4 point scale: 2.00						

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E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.89	Is asked and/or quizzed about individual progress/learning	0.00%	11.11%	66.67%	22.22%
2.	1.83	Responds to teacher feedback to improve understanding	0.00%	5.56%	72.22%	22.22%
3.	1.89	Demonstrates or verbalizes understanding of the lesson/content	0.00%	5.56%	77.78%	16.67%
4.	1.39	Understands how her/his work is assessed	0.00%	0.00%	38.89%	61.11%
5.	1.56	Has opportunities to revise/improve work based on feedback	0.00%	5.56%	44.44%	50.00%
Overall rating on a 4 point scale: 1.71						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.50	Speaks and interacts respectfully with teacher(s) and peers	5.56%	38.89%	55.56%	0.00%
2.	2.44	Follows classroom rules and works well with others	0.00%	44.44%	55.56%	0.00%
3.	2.22	Transitions smoothly and efficiently to activities	0.00%	44.44%	33.33%	22.22%
4.	1.72	Collaborates with other students during student-centered activities	0.00%	11.11%	50.00%	38.89%
5.	2.50	Knows classroom routines, behavioral expectations and consequences	0.00%	50.00%	50.00%	0.00%
Overall rating on a 4 point scale: 2.28						

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G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.44	Uses digital tools/technology to gather, evaluate, and/or use information for learning	5.56%	5.56%	16.67%	72.22%
2.	1.11	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0.00%	5.56%	0.00%	94.44%
3.	1.06	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	0.00%	5.56%	94.44%
Overall rating on a 4 point scale: 1.20						

Findings

Improvement Priority

Collaboratively develop, implement and monitor a schoolwide instructional process that clearly conveys learning expectations and requires teachers to use high yield instructional strategies (e.g., student collaboration, self-reflection, development of critical thinking skills, exemplars, differentiated instruction, intervention, student feedback) in response to findings from analyzing multiple forms of data (e.g., formative assessments, classroom observation data) to inform instructional modifications.
(Indicator 3.6)

Primary Indicator
Indicator 3.6

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicated that the school has not met its Annual Measurable Objectives for the school years 2014-2015 and 2013-2014. These data indicated that academic achievement has declined over the last two years, which indicated that high yield, research based instruction has not consistently occurred across all grades and all content areas.

Classroom Observation Data:

Classroom observation data, as detailed previously in the Teaching and Learning Impact section of this report, showed that the High Expectations Learning Environment received an overall rating of 1.64 on a 4 point scale. All components of this Learning Environment received ratings of 2.0 or below, and students “tasked with

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activities and learning that are challenging but attainable," (B2) was rated a 1.8 on a 4 point scale. Students "provided exemplars of high quality work," (B3) received a rating of 1.30 on a 4 point scale, suggesting a need for increased rigor and for students to be provided exemplars to clearly define high expectations.

In addition, the Progress Monitoring and Feedback Learning Environment received an overall rating of 1.71 on a 4 point scale. Observers noted that students verbalizing understanding of the lesson or content and teachers providing students with feedback was evident/very evident in only eight percent of the classrooms, indicating a need to increase progress monitoring and provide specific feedback to students.

Stakeholder Survey Data:

Survey data, as detailed in the attachments to this report, revealed that 38 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students," suggesting that over 60 percent of staff members cannot confirm these important practices occur. These findings indicated a need for professional development activities focused on differentiated instruction and accompanied by monitoring implementation and providing feedback to guide instructional improvements.

Survey data revealed that 54 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance." Survey data showed that 50 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning." Additionally, survey data indicated that 54 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessment to modify instruction and to revise curriculum," suggesting that assessment data are not being fully used to modify instruction.

Stakeholder Interviews:

Interview data revealed that school leaders have not consistently monitored and provided feedback about classroom instruction, lesson planning, or the PLC initiative and professional development implementation. Teachers indicated that while many initiatives have begun, school leaders have not monitored and provided feedback to guide improvements in professional practices. Teachers revealed in interviews that many teachers are not fully aware of how they are performing. Of particular concern to the Team was the low morale of some staff members. They reported feeling overwhelmed by the constant influx of new programs and initiatives and the lack of evidence that informs them the extent to which process occurred. Staff members expressed a need for ongoing feedback from school leaders.

Survey data showed that teachers and students recognized the lack of consistency and follow-up about adhering to school processes and procedures, specifically, behavioral consequences and discipline protocols.

Review of Documents and Artifacts:

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A review of documents and artifacts revealed that while teachers used the district curriculum documents and diagnostic assessments, little evidence suggested those practices were monitored with feedback given to improve instructional practices. While professional development occurred, implementation of new learning was not monitored for effectiveness. Teachers collected data and understood the goals they strived to reach, yet little evidence suggested that teachers fully understood how to use data to inform instructional practices as a means to achieve their goals.

Artifacts provided by the school showed that some teachers provided students with descriptive feedback, but observations failed to support the effective implementation of this practice across all classrooms.

Improvement Priority

Create and consistently implement challenging student learning tasks anchored in an aligned curriculum that provides equitable opportunities for students to develop learning, thinking and life skills in preparation for success at the next level.
(Indicator 1.2, Indicator 3.1)

Primary Indicator

Indicator 3.1

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in attachments to this report, indicated that learning activities generally have not challenged and prepared students to be successful at the next level. Moreover, the school did not meet its Annual Measurable Objective goal for the 2014-2015 and 2013-14 school years. These data showed a two year decline in academic achievement. The overall score for 2014-2015 (42.1) fell from the 2013-2014 school year (44.3). In all content areas, the percentage of students scoring proficient/distinguished declined between the school years of 2012-2013 and 2014-2015, and the scores for proficient/distinguished significantly lagged behind state averages.

In the 2014-2015 school year, no student scored proficient/distinguished in writing at the fifth grade level. Additionally, during the 2014-2015, the percentage of students scoring proficient/distinguished in reading was 8.9 percent while math was 11.7 percent.

The school did not meet any of its Proficiency Delivery Targets or Gap Delivery Targets for the 2014-2015 school year. At least a 13 point gap existed between each content area and its Proficiency Delivery Target or its Gap Delivery Target.

Classroom Observation Data:

Classroom observation data, as detailed previously in the Teaching and Learning Impact section of this report, indicated that the High Expectations Learning Environment received an overall rating of 1.64 on a 4 point

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scale. All indicators in this Learning Environment received ratings of 2.0 or below, with component B5 “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing),” receiving a rating of 1.3 and component B4 “Is engaged in rigorous coursework, discussions, and/or tasks,” receiving a rating of 1.6. These ratings suggest students have limited opportunities to engage in activities that require higher order thinking or are not consistently provided rigorous coursework.

Stakeholder Survey Data:

Survey data revealed that 57 percent of staff members agreed/strongly agreed with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills,” suggesting that over 40 percent of staff members perceived these practices were not well established across the school, thereby negatively impacting student outcomes.
Survey data also revealed that 76 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs,” signifying that nearly a quarter of parents feel an equitable curriculum that meets individual learning needs has not been well established across the school.

Stakeholder Interviews:

Interview data indicated that across all grade levels students reported class work was not challenging. Three students, for example, called their coursework “easy.” Students further noted that often when they completed class assignments before their peers that they were given more work with harder questions or a writing task. Most students perceived that these assignments were “just extra work.” Survey data indicated that administrators shared that previously addressing behavioral needs was a priority, but now increasing instructional rigor was the next step in improving student achievement. Survey data revealed that school and district leaders identified the need to provide challenging content. Parents also expressed that the academic focus and rigor needed improvement.

Review of Documents and Artifacts:

A review of artifacts and documents revealed that a consistent lesson planning format did not exist. The school has not established a system to provide feedback to teachers on the importance of designing lessons that include high yield instructional strategies (e.g., rigorous lessons, differentiation strategies), suggesting the lack of timely and meaningful feedback to teachers has impeded improvements in lesson planning, instructional pedagogy and assessment practices.

The school provided the Team with no professional learning community protocols, suggesting a lack of important structures that increase the effectiveness of professional learning community meetings. The Team found little evidence to support the existence of a process that provided teachers with feedback on the effectiveness of professional learning communities (e.g., ensuring vertical and horizontal alignment). Although 17 teachers attended a conference about establishing professional learning communities, these structures have not been consistently implemented by all teachers, and school leadership has not established processes

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to monitor meetings and provide feedback to maximize the effectiveness of these meetings.

Improvement Priority

Design and implement a systematic process by which curriculum (e.g., vertical and horizontal alignment), instruction (e.g., instructional delivery, lesson pacing, differentiated instruction) and assessment (e.g., formative, summative) practices are monitored and modified in response to data from multiple assessments. (Indicator 3.2)

Primary Indicator

Indicator 3.2

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the School Report Card and in attachments to this report, indicated that curriculum, instruction and assessment practices have not been systematically monitored or modified to ensure students receive quality instruction and achieve at high levels. The school did not meet its Annual Measurable Objective goal in 2012-2013, 2013-2014 and 2014-2015. The 2015 state assessment results demonstrated that nine percent of students performed at the proficient or distinguished levels in reading while 63 percent of students performed at the novice level. Similarly, 12 percent of students performed at the proficient or distinguished levels in math while 63 percent of students performed at novice level.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, revealed that the Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale. Students “having differentiated learning opportunities and activities that meet her/his needs” received a rating of 1.4 on a 4 point scale and were evident/very evident in six percent of the classrooms.

The Progress Monitoring and Feedback Environment received an overall rating of 1.71 on a 4 point scale. Students who understand “how her/his work is assessed” received a rating of 1.4 on a 4 point scale and was evident/very evident in zero percent of the classroom and somewhat evident in 39 percent of the classrooms. Although the school has documented evidence of continuous assessment practices, classroom observation data suggested that only a few staff members analyze data or differentiate or change instruction in response to data. Equitable and rigorous instruction was limited.

Stakeholder Survey Data:

Survey data revealed that 48 percent of staff members agreed/strongly agreed that “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that more than half of the staff members currently were not monitoring or modifying curriculum, instruction and assessments. Parent survey data were not aligned with

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staff member results, however. Eighty percent of parents, for example, agreed/strongly agreed that “My school is given multiple assessments to measure his/her understanding of what was taught.”

Fifty-five percent of staff agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise curriculum,” indicating that nearly half of the staff members have used multiple assessments to differentiate instruction across classrooms.

Stakeholder Interviews:

Interview data revealed that teachers and district leadership generally reported that curriculum, instruction and assessments were not consistently adjusted in response to data from multiple assessments. Interview data also revealed that school leaders and teachers agreed that all teachers received embedded and after-school professional development related to instructional strategies. The school has created a data wall; however, staff members were not consistently using data to modify the curriculum, instruction and assessment practices. Interview data indicated that teachers and school leaders concurred that the school’s focus has been on monitoring student behavior.

Review of Documents and Artifacts:

A review of documents (e.g., curriculum maps, lesson plans, professional learning community minutes, formative assessments, school report card, site based council policies) indicated that staff members seldom used assessment data to inform or differentiate instruction. A review of lesson plans and professional learning community meeting minutes revealed that the individual needs of students were not being systematically and specifically considered when planning and delivering instruction. In addition, lesson plans revealed few instances where a review of data resulted in differentiated instructional practices.

Improvement Priority

Develop and implement a systematic process that guarantees school leaders and teachers are trained in the evaluation and interpretation of data and that teachers use findings to determine verifiable improvements in student learning, including readiness and success at the next level.
(Indicator 5.3, Indicator 5.4, SP3. Quality of Learning, SP4. Equity of Learning)

Primary Indicator
Indicator 5.4

Evidence and Rationale
Student Performance Data:

Student Performance Data, as detailed in the attachments of this report, showed a decline in all state assessment scores from 2012-2013 to 2014-2015. Though PLC agenda items revealed that school leaders and teachers received training in interpreting data, the achievement data results did not verify that they are analyzing data to make improvements in student learning. Fourth grade reading scores declined from 27

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percent proficient/distinguished in 2012-2013 to six percent proficient/distinguished in 2014-2015. Twenty-three percent of 4th grade students scored proficient/distinguished in 2012-2013 as compared to 11 percent in 2014-2015. The 2014-2015 state test scores lagged significantly behind the state average scores in all tested areas. The school did not meet any of their Proficiency Delivery targets or Gap Delivery targets for the 2014-2015 school year.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated that the Equitable Learning Environment received an overall score of 1.93 on a 4 point scale. Students having “differentiated learning opportunities and activities that meet her/his needs” were evident/very evident in only six percent of the classrooms, suggesting that formative assessment data were not used to plan instruction. Likewise, students “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” were evident/very evident in 6 percent of the classrooms. Students “asked and/or quizzed about individual progress/learning” were evident/very evident in 11 percent of the classrooms.

Stakeholder Survey Data:

Survey data indicated that only 48 percent of staff members agreed/strongly agreed that all teachers adjust curriculum, instruction and assessment based on data and examination of professional practice. Thirty-eight percent of staff members agreed/strongly agreed that teachers personalize instructional strategies and interventions to address individual learning needs of students. Seventy-one percent of parents agreed/strongly agreed that teachers meet the student learning needs by individualizing instruction. TELL Survey results showed that 66 percent of teachers agreed that follow up is provided from professional development.

Stakeholder Interviews:

Interview data showed that follow-up from professional development rarely occurred. Interview data also revealed that guidance was seldom provided to improve professional practices. In addition, teachers reported that while they analyzed data, they seldom used this data to drive instructional changes (e.g., whole group to small group, cooperative learning, differentiated learning tasks). Interview data from district leadership revealed that the principal received support on how to use data to make changes in student outcomes, but the Diagnostic Review Team observed limited understanding by teachers regarding how to use data to make improvements in student learning.

Documents and artifacts:

A review of the school’s Self Assessment, professional learning community session, classroom observations, and interviews from teachers revealed that teachers collected data and understood how to divide students into groups; however, teachers have not consistently used data to inform instructional practices in pursuit of school and student achievement goals. Evidence from the school’s Self Assessment stated that “teachers have not had formal training in collecting and analyzing data” to inform instructional practices.

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Improvement Priority

Establish and implement a systematic process for school leaders to monitor the implementation of high yield instructional practices (e.g., student feedback, differentiation, intervention, student collaboration) and provide feedback to teachers beyond the formal evaluation process to ensure practices are aligned with the school's values and beliefs.
(Indicator 3.4)

Primary Indicator
Indicator 3.4

Evidence and Rationale
Student Performance Data:

Student performance data, as detailed in the School Report Card and in the attachments of this report, indicated that a systematic process is not in place to observe high yield instructional practices and provide specific feedback to teachers about effective educational practices in all classrooms. The school did not meet its Annual Measurable Objective goal in 2013-14 and 2014-15 and dropped from the third to the second percentile.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, showed that the High Expectations Learning Environment received an overall rating of 1.64 on 4 point scale. Students being "provided exemplars of high quality work" was evident/very evident in zero percent of the classrooms and somewhat evident in 33 percent of the classrooms. Students "engaged in rigorous coursework, discussions, and/or tasks" were evident/very evident in zero percent of the classrooms and somewhat evident in 56 percent of the classrooms. Additionally, students who knew and strived "to meet the high expectations established by the teacher" were evident in 11 percent of the classrooms. Those who were "tasked with activities and learning that are challenging but attainable" were evident in 17 percent of the classrooms. Instances of students having "several opportunities to engage in discussions with teacher and other students" were evident/very evident in 28 percent of the classrooms. Observation data suggested that school leaders have not consistently monitored or modified curriculum, instruction and assessment practices in all classrooms.

Stakeholder Survey Data:

Survey data revealed that 73 percent of staff members agreed/strongly agree with the statement "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." These survey results are consistent with TELL survey responses of 75 percent for the indicator, "Teachers receive feedback that can help them improve teaching". In comparison to all Kentucky elementary schools, TELL survey results on the same statement had 92 percent agreement. Additionally, Roosevelt Perry Elementary's response trails the

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state average by 17 percent.

Stakeholder Interviews:

Interview data showed that teachers at each grade level share a common planning time. During this time, teachers had embedded professional development activities and access to the Goal Clarity Coach. Interview data also revealed that teachers received little feedback or follow up from administrative staff regarding informal observations and lesson planning. Interviewees also expressed a concern with the lack of an administrator's guidance at professional learning community meetings. During an interview, one stakeholder revealed that follow-through and consistency are needed from administration.

Review of Documents and Artifacts:

A review of documents (e.g., curriculum maps, lesson plans, professional learning community minutes, walk through instruments, evaluation instruments, school report card) revealed that school leaders seldom monitored and provided feedback beyond the formal evaluation process to help teachers develop highly effective classroom instructional practices. Multiple documents (e.g., walkthrough templates, certified evaluation plan) were available for use; however, evidence that these forms were used was largely absent or limited.

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Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

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

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

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

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

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Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.60
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.40
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.60

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.00
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.60
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.40

Stakeholder Feedback Diagnostic

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

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

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

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Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	1.20
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	1.80
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.00

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Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	1.40

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Conclusion

The principal at Roosevelt Perry Elementary School has served as the leader of the school for the past year and a half. Due to multiple discipline issues, the school encountered in previous years, the principal and her administrative team focused on stabilizing the behavioral and discipline issues during her first year at the school. The principal and staff implemented programs, policies and procedures to reduce the number of disciplinary referrals and students' combative behaviors toward teachers. Programs and supports such as Positive Behavioral Interventions and Supports (PBIS), hall, cafeteria, classrooms and restroom rules/expectations, Student Response Team Coach (SRT), professional development on how to deal with disruptive behaviors, wrap around counseling services (e.g., mental health services groups, social skills groups, alternative behavioral interventions, trauma and secondary trauma) were all implemented to deal with the numerous behavioral issues at the school. In September 2014, teachers at the school completed over 450 behavior incident logs; however, with all the supports and programs in full implementation, the school experienced a decline in disciplinary referrals.

Although the school has implemented a robust behavioral plan and program, further refinement is needed. The principal and administrative team should review how discipline is being handled and involve the teachers in designing next steps and developing protocols for behavior expectations. Feedback from staff and students indicated that, though student behavior has improved, a great deal of teacher frustration existed about how discipline was being addressed. Teachers and students articulated a perception that disruptive students were being rewarded instead of being held accountable and taught how to correct the behaviors. Interview data showed that staff members desired a consistent and uniform behavioral plan that all teachers could follow and that would be consistently enforced.

School leadership, in particular the principal, has made a concerted effort to leverage improvements around academics and instruction this school year and has aspirations to revise the school's mission statement to focus on improving teaching and learning. Stakeholder interview data indicated that Roosevelt Perry Elementary School faculty and staff truly care and are deeply concerned about the welfare and academic progress of all students. Notwithstanding, classroom observation data highlighted classrooms of low expectations, lack of rigor, absence of differentiation, limited student feedback about their learning and few challenging learning experiences.

The Team unanimously agreed that if the school leader embraced a razor sharp focus on monitoring teachers to ensure they are implementing research-based, high yield instructional practices that challenge students' thinking in the classroom, it would propel positive student outcomes and success at the next level. Additionally, if the principal consistently monitored and provided feedback to teachers around high expectations for student learning, data analysis and using the results to drive instruction, professional learning communities meetings, lesson planning, curriculum and professional development, student learning would increase and result in positive academic outcomes. Similarly, there is a need for district leaders to consistently provide mentoring and coaching for the school leader to strengthen her instructional leadership capacity. Through district leaders' presence and robust guidance, the leader has the passion, instructional astuteness, work ethic, fortitude and capacity to move the school forward academically.

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Improvement Priorities

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

- Collaboratively develop, implement and monitor a schoolwide instructional process that clearly conveys learning expectations and requires teachers to use high yield instructional strategies (e.g., student collaboration, self-reflection, development of critical thinking skills, exemplars, differentiated instruction, intervention, student feedback) in response to findings from analyzing multiple forms of data (e.g., formative assessments, classroom observation data) to inform instructional modifications.
- Create and consistently implement challenging student learning tasks anchored in an aligned curriculum that provides equitable opportunities for students to develop learning, thinking and life skills in preparation for success at the next level.
- Design and implement a systematic process by which curriculum (e.g., vertical and horizontal alignment), instruction (e.g., instructional delivery, lesson pacing, differentiated instruction) and assessment (e.g., formative, summative) practices are monitored and modified in response to data from multiple assessments.
- Develop and implement a systematic process that guarantees school leaders and teachers are trained in the evaluation and interpretation of data and that teachers use findings to determine verifiable improvements in student learning, including readiness and success at the next level.
- Establish and implement a systematic process for school leaders to monitor the implementation of high yield instructional practices (e.g., student feedback, differentiation, intervention, student collaboration) and provide feedback to teachers beyond the formal evaluation process to ensure practices are aligned with the school’s values and beliefs.

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Addenda

Team Roster

Member	Brief Biography
Dr. Margaret Ann Gilmore	Before her relocation with her husband to Atlanta, Georgia, Dr. Margaret Gilmore served as the Assistant Chief Academic Officer for Shelby County Schools in Memphis, Tennessee. In this role, her primary responsibilities consisted of working side-by-side with the CAO in overseeing the training and support of three assistant superintendents, ten Instructional Leadership Directors (principal supervisors), and 200 principals. She also assisted in the development of district-wide multi-year planning and strategy for academics and instruction. She assisted with the implementation models of technical assistance for schools with low student achievement and models of continuous improvement for schools with high to average student achievement. Additionally, she organized summer professional development for principals and assistant principals, and provided leadership in policy and program development to optimize and improve instructional quality across all grades. Dr. Gilmore has over 32 years of experience in education and has worked as an elementary and middle school teacher, special education teacher, District Office Instructional Supervisor/Manager for K-12 schools, and Assistant Chief Academic Officer on the district level. She has experience in working in urban, suburban, and rural settings. She served on the Tennessee AdvancED Council Board from 2012-2015, and received the 2013 Excellence in Education Award. She currently serves as a Lead Evaluator for Diagnostic Reviews and Accreditation for AdvancED and in 2011 successfully led Shelby County Schools in obtaining its first District Accreditation status. While serving as a district office administrator, Dr. Gilmore was honored with the West Tennessee Grand Division Supervisor of the Year Award. Also, she was honored with the University of Memphis Leadership Award. She received her Doctorate in Educational Leadership and Policies Studies from University of Memphis, Administration licensure in Educational Leadership from University of Memphis, Master's Degree in Special Education, and BS degree in K-8 education and special education from Arkansas State University in Jonesboro, Arkansas.
Mr. Sam Watkins	Sam graduated from Eastern Kentucky Univerisity with a BBA in Business Management and Business Education. In addition to earning a MBA from Eastern Kentucky University, he has a certification to teach mathematics at the secondary level and received his Superintendency Certification from the University of Kentucky. Sam taught math for seven years, led two high schools as principal over a period of thirteen years, and was Director of Districtwide Programs for Woodford County Schools for seven years. For the past two and a half years, he has been an Educational Recovery Leader for the state of KY.
Dr. Leisa Reed Dickerson	Dr. Dickerson is currently an Educational Recovery Specialist serving Lincoln County High School. She served as a classroom teacher for fourteen years in various school districts including Guam Public Schools, the North Slope Borough School District and Fayette County in Kentucky. Leisa has also served as a Highly Skilled Educator and an Associate Principal in charge of curriculum and instruction.
Christina Grace	Christina is currenlty the Director of Special Education and Preschool with Bath County Schools. Christina served as a general education teacher and special education teacher for 10 years. She also served as a Special Education Consultant and Curriculum Specialist.

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Member	Brief Biography
Mrs. Cindy Thresher	Mrs. Thresher currently serves as the Coordinator of the Alternative Route to Certification program at Murray State University in Murray, KY. She works extensively with beginning teachers and the process of teacher certification. She is also the grant writer for the Teacher Quality Institute at Murray State University. She has previous experience in the public school setting as a teacher, team leader, coach and in project design. She holds a Bachelor of Science in Elementary Education and Masters degree in Elementary Education and Reading.

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Attachments

The following attachments have been included in this report.

1. Student Performance Team Worksheet- Final
2. Stakeholder Survey Plus/Delta- Final
3. Diagnostic Review Team Schedule- Final

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Student Performance Data

School Name: Roosevelt Perry Elementary School
Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	43.5	44.5	42.1	No	Yes	N/A
2013-2014	52.7	53.7	44.3	No	Yes	N/A

Plus

- The school met the Participation Rate Goal in the 2014-2015 and the 2013-2014 school years.

Delta

- The school did not meet their AMO Goal in the 2014-2015 school year, nor the 2013-2014 school year.
- This data shows a two year decline in academic data.
- The overall score for 2014-2015 fell from the previous year, as did the 2013-2014 overall score.

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading	20.8		19.4		8.9	
3rd grade	17.2	47.6	17.1	54.1	11.7	54.3
4th grade	26.9	48.8	15.8	54.0	6.3	52.2
5th grade	19.0	47.1	26.4	55.9	9.1	56.0
Math	21.4		13.3		11.7	
3rd grade	22.4	43.5	14.3	45.8	8.3	47.6
4th grade	23.1	3.9	12.3	49.0	10.9	48.6
5th grade	19.0	44.3	13.2	52.7	16.4	50.3
Science	38.5		26.3		N/A	
4th grade	38.5	68.5	26.3	71.3	N/A	N/A
Social Studies	25.9		18.9		14.5	
5th grade	25.9	59.3	18.9	58.2	14.5	60.6
Writing	8.6		1.9		0.0	

5th grade	8.6	35.7	1.9	38.7	0.0	43.8
Language Mech.	21.2		17.5		9.4	
4th grade	21.2	53.7	17.5	51.8	9.4	55.6

Plus

- The percentage of fifth grade students scoring proficient/distinguished in reading increased 7.4 percentage points from the 2012-2013 school year to the 2013-2014 school year.
- The percentage of fifth grade students scoring proficient/distinguished in math increased 3.2 percentage points from the 2013-2014 school year to the 2014-2015 school year.

Delta

- In all content areas, the percentage of students scoring proficient/distinguished declined between the school years of 2012-13 and 2014-15. Note that there is not a science score for the 2014-15 school year.
- In terms of students scoring proficient/distinguished, all content areas are lagging significantly behind state scores.
- In the 2014-15 school year, the school had no students scoring at the proficient/distinguished level in writing at the fifth grade level.
- In the 2014-15 the percentage of students scoring proficient/distinguished in reading was 8.9 percent while math was 11.7 percent.

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area (2014-2015)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	27.7	10.5	No	26.5	9.3	No
Reading	29.2	9.0	No	28.0	8.0	No
Math	26.2	12.0	No	24.9	10.5	No
Science	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	30.3	15.4	No	28.6	15.4	No
Writing	18.0	0.0	No	16.6	0.0	No

Plus: n/a

Delta:

- The school did not meet any of their Proficiency Delivery Targets for the 2014-15 school year.
- The school did not meet any of their Gap Delivery Targets for the 2014-15 school year.

- No content area was within 13 points of meeting either of their Proficiency Delivery Target or their Gap Delivery Target.

Program Reviews 2014-2015						
Program Area	**Curriculum and Instruction (3 pts possible)**	**Formative & Summative Assessment (3 pts possible)**	**Professional Development (3 pts possible)**	**Administrative / Leadership Support (3 pts possible)**	**Total Score (12 points possible)**	**Classification**
Arts and Humanities	2.00	2.00	2.00	2.00	8.00	Proficient
Practical Living	2.00	2.00	2.00	2.00	8.00	Proficient
Writing	2.00	2.00	2.00	2.00	8.00	Proficient
K-3	2.00	2.00	2.00	2.00	8.00	Proficient

Plus:

- All program reviews were classified as proficient.

Delta:

- All standards for all program reviews were scored the same, each receiving a score of two, which was the minimum score to be proficient.

While the school gave a self-score of proficient on the writing program review, 0% of students scored proficient or distinguished on writing in the fifth grade.

Stakeholder Survey Plus/Delta

The Survey Plus/Delta is a synopsis of all stakeholder survey data analysis. Its intent is to highlight areas of strength (pluses) that were identified through the survey process as well as leverage points for improvement (deltas).

Teaching and Learning Impact

Plus: (minimum of 75 percent strongly agree/agree)

Plus:

1. There was an agreement among parents (86.71 percent) that my child knows the expectations for learning in all classes.
2. There was a strong agreement among students (90.32 percent) that my teachers help me learn things I will need in the future.
3. There was a strong agreement among students (89.68 percent) that my teachers use different activities to help me learn.
4. There was a strong agreement among staff (90.70 percent) that our school's leaders expect staff members to hold all students to high academic standards.
5. There was a strong agreement among staff (90.70 percent) that our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
6. There was an agreement among parents (86.20) that all of my child's teachers report on my child's progress in easy to understand language
7. There was an agreement among staff (83.34 percent) that all teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

Delta:

1. There was an absence of agreement among teachers (50.0 percent) that all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
2. There was an absence of agreement among staff (26.19 percent) that in our school, all school personnel regularly engage families in their children's learning progress.
3. There was an absence of agreement among staff (38.09 percent) that all teachers in our school
   personalize instructional strategies and interventions to address individual learning needs of students.
4. There was an absence of agreement among staff (47.62 percent) that all teachers in our school
   monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.
5. There was an absence of agreement among staff (57.14 percent) that in our school, challenging curriculum and learning experiences provided equity for all students in the development of learning, thinking, and life skills.

6. There was a limited agreement among parents (76.76 percent) that all of my child's teachers provide an equitable curriculum that meets his/her learning needs.
7. There was an absence of agreement among staff (61.9 percent) that in our school, all staff members use student data to address the unique learning needs of all students.
8. There was an absence of agreement among staff (54.76 percent) that all teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.
9. There was an absence of agreement among staff (50.0 percent) that all teachers in our school provide students with specific and timely feedback about their learning.
10. There was an absence of agreement among staff (54.76 percent) that all teachers in our school use a process to inform students of their learning expectation and standards of performance.
11. There was limited agreement among parents (70.81 percent) that all my child's teachers meet his/her learning needs by individualizing instruction.

Leadership Capacity

Plus:

1. There was an agreement among staff (88.38 percent) that our school's leaders hold all staff members accountable for student learning.
2. There was a strong agreement among students (97.47 percent) that in my school my principal and teachers want every student to learn.
3. There was a strong agreement among students (95.54 percent) that in my school my teachers want me to do my best work.

Delta:

1. There was an absence of agreement among parents (62.05 percent) that our school's governing body does not interfere with the operation or leadership in our school.
2. There was limited agreement among parents (69.93 percent) that our school provides opportunities for stakeholders to be involved in the school.
3. There was an absence of agreement among students (21.02 percent) that in my school students treat adults with respect.
4. There was an absence of agreement among staff (62.79 percent) that our school's leaders engage effectively with all stakeholders about the school's purpose and direction.
5. There was an absence of agreement among students (57.96 percent) that in my school I am treated fairly.
6. There was an absence of agreement among parents (65.9 percent) that our school's purpose statement is formally reviewed and revised with involvement from parents.
7. There was an absence of agreement among students (57.42 percent) that my principal and teachers ask me what I think about school.

Resource Utilization

Plus:

1. There was an agreement among parents (84.83 percent) that our school provides an adequate supply of learning resources that are current and in good condition.

2. There was an agreement among parents (85.92 percent) that our school ensures that the facilities support student learning.
3. There was a strong agreement among students (90.97 percent) that my school has many places where I can learn, such as the library.
4. There was a strong agreement among students (96.77 percent) that my school has computers to help me learn.

Delta:

1. There was an absence of agreement among parents (67.86 percent) that our school ensures the effective use of financial resources.
2. There was an absence of agreement among parents (69.56 percent) that our school ensures that instructional time is protected and interruptions are minimized.
3. There was an absence of agreement among students (34.19 percent) that my school is safe and clean.
4. There was an absence of agreement among staff (66.66 percent) that our school provides sufficient material resources to meet students' needs.
5. There was an absence of agreement among staff (64.28 percent) that our school maintains facilities that support student learning.

There was an absence of agreement among staff (45.23 percent) that our school maintains facilities that contribute to a safe environment.

Diagnostic Review Team Schedule

Roosevelt-Perry Elementary School

Tuesday, February 16, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Team Members
5:30 – 6:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Team Members
6:30 – 7:30 p.m.	Principal's Overview Presentation	Hotel Conference Room	Team Members & Principal
7:45 – 9:45 p.m.	Team Work Session #1 • Review initial indicator ratings • Review team schedule and individual team member responsibilities • Review classroom observation procedures and interview schedule • Prepare questions for principal & stakeholder interviews	Hotel Conference Room	Team Members

Wednesday, February 17, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
8:25 a.m.	Team arrives at school	School Office	Team Members
8:30 – 9:10 a.m.	Team sets up in workroom	Team Workroom 109/110	Team Members
9:15 –11:40 a.m.	Classroom Observations, Stakeholder Interviews, Review of artifacts and documentation	Team Workroom/Classrooms/ Conference Room	Team Members
11:45 – 12:15 p.m.	Lunch & Team Meeting	Team Workroom	Team Members
12:20 – 4:20 p.m.	Classroom Observations, Stakeholder Interviews, Review of artifacts and documentation	Team Workroom/Classrooms/ Conference Room	Team Members
4:20	Team returns to hotel		Team Members
4:40 – 5:40 p.m.	Dinner/Break		Team Members
5:45 – 10:00 p.m.	Evening Work Session #2 • Review eleot™ observations & results • Reflect on data, observations, and interviews • Review individual second ratings for all indicators	Hotel Conference Room	Team Members

	• Discuss & determine potential improvement Priorities with data points to support each one		

Thursday, February 18, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
8:25 a.m.	Team arrives at school	Team Workroom	Team Members
8:30 – 12:00 noon	Review of documents and artifacts & Common area observations	Team Workroom	Team Members
8:30 – 12:00 noon	Additional Stakeholder Interviews & Classroom Observations as needed	Classrooms & Conference Room	Team Members
12:05 –12:40 p.m.	Lunch & Team Debrief	Team Workroom	Team Members
11:45 – 4:00 p.m.	Review of documents and artifacts & Common area observations	Team Workroom Common Areas	Team Members
4:05 – 4:30 p.m.	Travel back to hotel		Team Members
4:30 – 5:30 p.m.	Dinner/Break		Team Members
5:30 – 9:30 p.m.	Evening Work Session #3 • Reflections • Determine individual final ratings for standards and indicators • Review eleot™ observation results • Review documents and artifacts • Finalize Improvement Priorities • Write evidence for each learning environment narrative • Write evidence for Improvement Priorities	Hotel Conference Room	Team Members

Friday, February 19, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Team Members
7:00 a.m.	Check out of hotel and departure for school	Hotel	Team Members
7:45 – 9:45 a.m.	• Review of documents & artifacts • Write, review, and edit evidence for Improvement Priorities • Write, review, and edit learning environment summaries • Complete written report	Team Workroom	Team Members
9:45 –10:00 a.m.	• Exit Report with the Principal •	Principal's Office	Lead & Co-Lead Evaluator & Principal
10:00 – 11:30 a.m.	• Return to hotel and lunch	Hotel	Team Members
11:30 – 12:30 p.m.	• Kentucky Department of Education Leadership Determination Session	Hotel	Diagnostic Review Team Members & Kentucky Department of Education
12:30 – 1:00 p.m.	• Finalize Diagnostic Review Report and complete Expense Report	Hotel	Diagnostic Review Team

School Diagnostic Review Summary Report

Roosevelt-Perry Elementary School

Jefferson County Public Schools

2/16/2016 – 2/19/2016

The members of the Roosevelt-Perry Elementary School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Roosevelt-Perry Elementary School to continue her roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Roosevelt-Perry Elementary School does have the ability to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Roosevelt-Perry Elementary School.

Principal, Roosevelt-Perry Elementary School

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____