



# Cognia Diagnostic Review Report

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Results for:  
Dr. William H. Perry Elementary School

Dec. 2-5, 2024

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# Introduction

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

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

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

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

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	1
<b>Building-Level Administrators</b>	3
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	4
<b>Certified Staff</b>	16
<b>Noncertified Staff</b>	4
<b>Students</b>	17
<b>Parents</b>	3
<b>Total</b>	48

## Performance Standards Evaluation

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

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

## Insights from the Review

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

### **Strengths and Continuous Improvement:**

Dr. William H. Perry Elementary School was established in 2023-2024 by merging two elementary schools, Wheatley Elementary and Roosevelt Perry Elementary. The merger provided an opportunity to create systems and processes aimed at continuous improvement. The new building offers collaboration spaces for each grade, a library media center and meeting spaces for the community. The proximity to the Young Men's Christian Association (YMCA) allows students to use its gym and pool. Most stakeholders reported the school had a family-like atmosphere. The Diagnostic Review Team found that the school building was well maintained. Interview data showed that the positive behavioral interventions and supports (PBIS) system had led to fewer discipline referrals in 2024-2025 compared to last year. Behavior anchors were displayed in the hallways and classrooms, representing Prepared, Respectful, On-Time, Work Hard and Leadership (PROWL).

The school has partnerships with external stakeholders, including the YMCA, Brown Forman, Clariant, Heaven Hill and Grace M. James Academy of Excellence. The principal articulated the importance of these partnerships due to the school's evolving needs. For instance, over 100 new students enrolled last year, presenting the school with the challenge of incorporating new students into current systems and providing services to everyone.

According to the principal, last year's teacher retention rate was 93%, the lowest rate in four years. The school adopted the house system, and many staff members have traveled to the Ron Clark Academy to be trained. Specifically, all students are part of a house. Interview data showed that the house approach has been instrumental in building cohesiveness among staff and a sense of belonging for all.

Administrative and instructional teams and structures for continuous improvement support are in place. Interview data indicated that the executive administrator of the Accelerated Improvement Schools (AIS) supported the principal weekly on site. Educational Recovery (ER) staff from the Kentucky Department of Education (KDE) are also assigned for daily support. A review of the instructional leadership team (ILT) meeting agenda shows that the ILT includes teachers, and the team meets regularly. However, interview data suggested ILT meetings are often presentations of information.

The school uses the high-quality resources adopted by Jefferson County Public Schools for reading (i.e., EL Education) and math (i.e., Illustrative Mathematics). These resources meet the guidelines for research-based effective curricular systems. The team observed these curriculums being used throughout the school. Teachers have been provided additional training about the implementation of these resources. Educators reported trying new things to increase their instructional capacity. For example, 89% of educators agreed/absolutely agreed that "in the past 30 days, I followed a process where I tried and assessed strategies to improve my practice (23)."

Interview data indicated that the principal embraced three focus areas (i.e., big rocks) for the school: 1) planning and preparation, 2) climate and culture and 3) feedback and coaching. In addition, interview data indicated the school continued to focus on the improvement priorities identified during the 2022 Two-Day Progress Monitoring Review, which is reflected in the school's turnaround plan. Further, the principal reported that some areas still need to improve, including collecting, deeply analyzing and using data consistently.



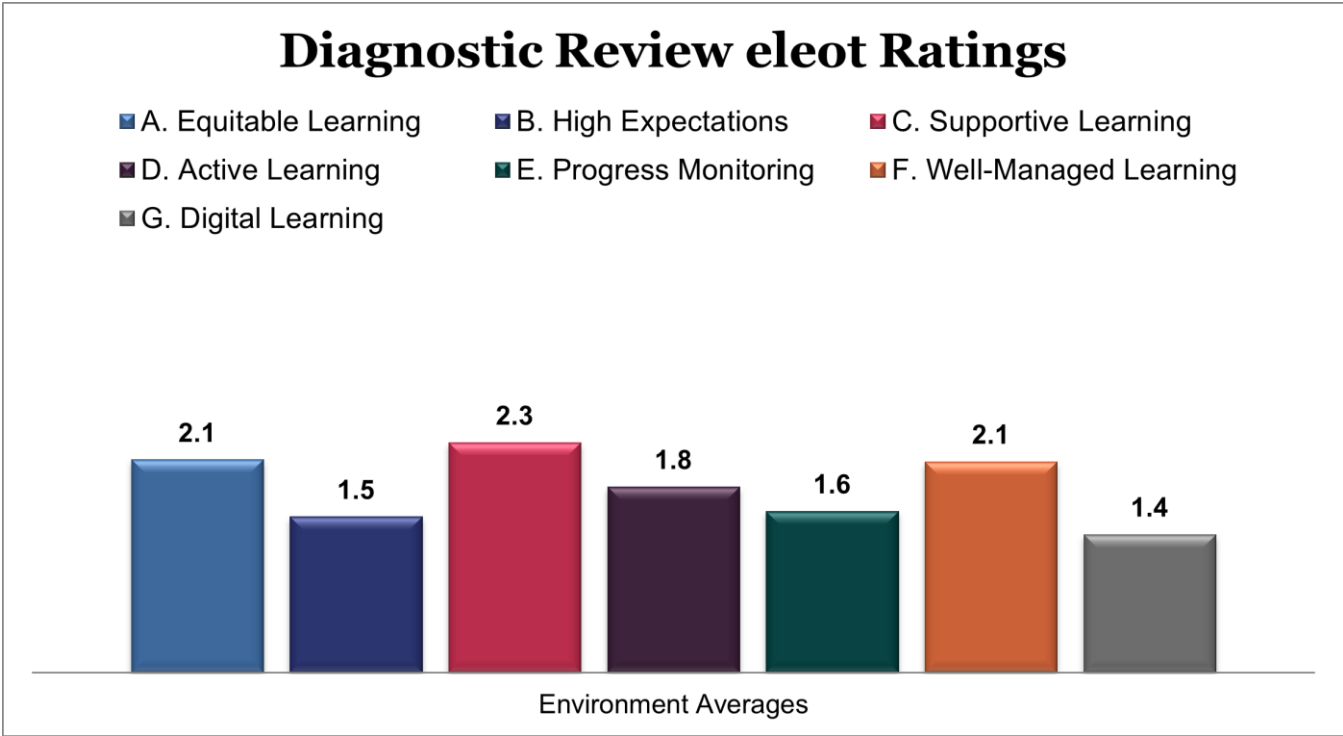
Although emails and newsletters are sent out, stakeholders feel they need more clarity. The school provided little evidence that it has prioritized communication to inform stakeholders about school events. Interview data indicated that parents were aware of their child's progress and knew individual scores from classroom teachers; however, they were unclear about how the school was doing overall. Parents had trouble articulating information related to schoolwide data or areas of strength or needs.



# Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 28 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	68%	18%	14%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	14%	25%	57%	4%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	4%	36%	54%	7%
A4	1.8	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	43%	36%	18%	4%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.5	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	57%	39%	4%	0%
B2	1.7	Learners engage in activities and learning that are challenging but attainable.	46%	36%	18%	0%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	64%	25%	11%	0%
B4	1.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	54%	36%	11%	0%
B5	1.5	Learners take responsibility for and are self-directed in their learning.	57%	36%	7%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.5</b>			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	18%	43%	39%	0%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	25%	25%	50%	0%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	11%	57%	29%	4%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	4%	57%	36%	4%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	32%	54%	14%	0%
D2	1.8	Learners make connections from content to real-life experiences.	32%	54%	14%	0%
D3	2.1	Learners are actively engaged in the learning activities.	18%	57%	21%	4%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	57%	29%	11%	4%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	75%	18%	7%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	32%	50%	18%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	14%	75%	11%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	79%	18%	4%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.6</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.3	Learners speak and interact respectfully with teacher(s) and each other.	14%	43%	43%	0%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	14%	43%	43%	0%
F3	1.9	Learners transition smoothly and efficiently from one activity to another.	32%	50%	18%	0%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	29%	50%	21%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	64%	25%	11%	0%
G2	1.5	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	71%	11%	18%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	11%	4%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.4</b>				

## eleot Narrative

The Diagnostic Review Team conducted 28 eleot observations in core content classes and several informal observations in common areas across the school. While all learning environments earned low overall average ratings, the Supportive Learning Environment earned the highest at 2.3 on a 4-point scale, followed by the Well-Managed Learning Environment and the Equitable Learning Environment, both rated 2.1.

Observational data showed several growth opportunities. First, many students lacked equal access to resources in the classroom. For example, in 61% of classrooms, it was evident/very evident that “learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” Along that same line, the treatment of students during classroom observations was also a concern, as it was evident/very evident in 61% of classrooms that “learners are treated in a fair, clear, and consistent manner (A3)”, and instances where students “speak and interact respectfully with teacher(s) and each other (F1)” were evident/very evident in 43% of classrooms, suggesting the school has not created a climate conducive to learning for all students, likely contributing to the lack of student risk taking for learning. Instances where students “take risks in learning (without fear of negative feedback) (C2)” were evident/very evident in 50% of classrooms. Another factor impacting the school climate is that it was evident/very evident that students “demonstrate a congenial and supportive relationship with their teacher (C4)” in 40% of classrooms.

Interview data indicated that the ClassDojo system encourages positive behaviors and has aided better-managed classrooms. The principal reported that teachers had participated in training about the house system and ClassDojo. The principal further noted that the house system and ClassDojo have improved student behaviors. This conflicted, however, with observational data showing that student disruptions often impede learning. The team observed that instances where students demonstrated “knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)” were evident/very evident in 43% of classrooms. Survey data showed that 57% of students chose “be quiet” in response to “What adults say most of the time to students at the school (23)”.

Disruptions, lack of transition rituals and routines and inconsistent implementation of PBIS collectively contribute to the loss of valuable instructional time. Observations revealed instances in which students “use class time purposefully with minimal wasted time or disruptions (F4)” were evident/very evident in 21% of classrooms, and it was evident/very evident in 18% of classrooms that “learners transition smoothly and efficiently from one activity



to another (F3).” Observations in common areas and classrooms revealed that long transition times take away from the learning process. Often, teachers did not adhere to posted classroom schedules.

The team seldom observed differentiated instruction or students working on assignments that were different from their peers. For example, in 14% of classrooms, it was evident/very evident that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Students primarily engaged in whole group assignments with few instances of individualized instruction. When asked on the student survey, “What four words describe what learning looks like most of the time (21)”, 57% of students picked “listen to teacher talk” and 51% chose “do the same work as everyone else.”

In most classrooms, the team observed low levels of rigor and instruction not aligned with grade-level Kentucky Academic Standards (KAS). For instance, the High Expectations Learning Environment earned an overall average rating of 1.5. Instances where “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 4% of classrooms. In 11% of classrooms, it was evident/very evident that “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” While educator survey data showed higher results, as 67% agreed/absolutely agreed that “at my institution, we deliver an instructional environment where all learners thrive (9)”, these findings highlight a growth opportunity for the school to improve the level of instructional rigor and academic expectations. The team encourages the school to provide training to help educators understand how to align instruction with the level of rigor in the KAS.

Finally, the team rarely observed students using technology to communicate, collaborate and research. While every student had access to a Chromebook, the overall average Digital Learning Environment rating was low at 1.4. Observational data showed that in 4% of classrooms, it was evident/very evident that “learners use digital tools/technology to communicate and work collaboratively for learning (G3).” In 11% of classrooms, it was evident/very evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning (G1).” Survey data showed 79% of families agreed/absolutely agreed that “in the past 30 days, my child used digital tools that helped to improve their learning (20).” Although the team observed students using online programs, few strategies for optimizing technology were observed.

The Diagnostic Review Team encourages the school to review the observational data in depth and identify growth opportunities and quick wins to build instructional capacity and increase student learning.

# Improvement Priorities

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

## Improvement Priority 1

Evaluate the comprehensive school improvement plan (CSIP)/turnaround plan and the effectiveness of its current processes. Use findings from this evaluation to develop, implement and monitor a targeted plan that includes a commitment to shared leadership, accountability measures and data-driven decision-making to inform and adjust instruction based on students' experiences and needs.

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

### Findings:

The school has made little progress since it opened in increasing student achievement. Student performance data, as detailed in the appendix of this report, shows that some of the school's KSA scores decreased from 2022-2023 to 2023-2024. For example, the percentage of students in 3rd grade who scored Proficient/Distinguished in reading on the 2023-2024 KSA decreased by 16 percentage points compared to the 2022-2023 school year; dropping from 25% to 9% compared to the state average of 46% and 47% respectively.

Interview data indicated the school had improved in establishing an effective learning environment and school culture; however, the Diagnostic Review Team could not confirm those improvements. Specifically, it was evident/very evident in 50% of classrooms that "learners take risks in learning (without fear of negative feedback) (C2)", indicating a need to improve classroom learning environments.

The Diagnostic Review Team reviewed the school's CSIP/turnaround plan and found several strategies designed to foster continuous improvement, including one related to reviewing and analyzing data. Interviews showed that data are analyzed in professional learning communities (PLCs); however, the team found a lack of ongoing analysis and use of findings to plan and adjust instruction during PLC meetings. A concern of the team was the inconsistency in which PLCs are implemented, limiting the time teachers have for collaborating on important instructional decisions. In the overview presentation, the principal noted that little progress was being made in many areas, including monitoring, adjusting and ensuring quality implementation of instructional practices.

A review of artifacts (e.g., PLC meeting agenda, completed walkthroughs for coaching cycles) indicated the school lacked documentation showing how data-driven decision-making has produced improvements at the school and classroom levels. The team found little evidence of instructional adjustments based on student data. For example, in 14% of classrooms, it was evident/very evident that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Educator survey data conflicted with observational data. For example, 85% of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (5)", suggesting staff may need training to develop a deeper understanding of data-informed instructional processes.

Interview data indicated that progress toward reaching the CSIP/turnaround plan goals has not advanced as well as the school had anticipated. Interview data also suggested that the plan is not fully or effectively implemented. The plan also lacks a process to incrementally monitor the progress that the school is making toward effectively implementing each strategy. Many stakeholders could not articulate the contents of the CSIP/turnaround plan.

The school also had a 30-60-90-day plan, but it was unclear to what extent this plan guided decision-making. The school lacks a clear process for ensuring full implementation of the plan and communicating the contents to



stakeholders. The team was unable to identify how the school ensured the CSIP/turnaround plan or the 30-60-90-day plan were fully implemented with quality and fidelity or frequently monitored.

Interview data indicated that follow-through on implementing strategies outlined in the CSIP/turnaround plan was sporadic, including coaching cycles and walkthrough feedback for educators. A review of the CSIP/turnaround plan suggested that monitoring instruction and providing coaching and feedback to teachers were identified as a priority in the plan, but the team found little evidence showing coaching cycles being fully implemented with meaningful feedback provided to teachers. An academic instructional coach will be available full-time next semester to support coaching and feedback efforts. Interview data highlighted a perception that administrator support for curriculum guidance and feedback needs to be more robust.

Finally, the team found minimal evidence of the school strategically implementing data-driven decision-making. The team suggests that the school revisit and evaluate the current CSIP/turnaround plan to determine its relevance to the school's current and emerging needs.

**Potential Leader Actions:**

- Evaluate the components in the CSIP/turnaround plan to determine effectiveness.
- Ensure instructional data are analyzed and used to establish a clear focus for clarifying, communicating and monitoring instructional expectations.
- Develop walkthrough and coaching cycles and embed them in the CSIP/turnaround plan, including providing feedback to professional staff members.
- Ensure the CSIP/turnaround plan is communicated to stakeholders and includes a process to monitor its effectiveness and adjust as needed based on formative and summative assessment data to ensure instruction meets the needs of students.
- Organize PLCs and data meetings to ensure they lead to frequent instructional adjustments that address student needs and are aligned to CSIP/turnaround plan goals for school-wide student achievement.

## Improvement Priority 2

Develop, provide and monitor training for professional staff members related to authentic inquiry, dialogue, discussions and on-level academic vocabulary to help students reach their highest academic potential.

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

### Findings:

The Diagnostic Review Team observed that many classrooms lacked instructional rigor. In addition, the team observed most students responding to knowledge or recall questions. The team was concerned about the types of questions used in most classrooms because questioning strategies consumed a lot of class time. For example, when asked, “Which four phrases best describe what adults say most of the time to students at school (23)”, 51% of students selected “ask questions.” Also, when asked, “What four phrases best describe what learning looks like most of the time in your classes (21)”, 57% of students chose “listen to teachers talk.” Students rarely engaged in meaningful dialogue or discussions, as it was evident/very evident in 14% of classrooms that “learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1).” Similarly, in 11% of classrooms, it was evident/very evident that “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Most coursework observed by the team was low level, as it was evident/very evident in 18% of classrooms that “learners engage in activities and learning that are challenging but attainable (B2).”

Observational data also showed low academic expectations for students in most classrooms, which concerned the team. For example, in 4% of classrooms, it was evident/very evident that “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Additionally, in 11% of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work (B3).” Seventy-seven percent (77%) of educators agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12).” Furthermore, in 7% of classrooms, it was evident/very evident that “learners take responsibility for and are self-directed in their learning (B5).”

Overall, the team observed a lack of learner-centered instruction. Survey data somewhat aligned with these findings, as evidenced by 67% of educators who agreed/absolutely agreed that “at my institution, we provide an instructional environment where all learners thrive (9).” Students rarely engaged in differentiated instruction and mostly worked on the same learning task as their peers. Instances of students engaging in “differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 14% of classrooms, suggesting the team could not confirm this important practice occurs in most classrooms.

Student performance data supports the need for evidence-based, student-centered instruction. Nine percent (9%) of 3rd-grade students achieved Proficient/Distinguished in reading on the 2023-2024 KSA compared to the state average of 47%. In 4th grade, 20% of students scored Proficient/Distinguished in reading in 2023-2024 compared to the state average of 50%, and 15% of 5th-grade students achieved Proficient/Distinguished in 2023-2024 in reading compared to the state average of 46%.

Interview data indicated that most teachers need training in designing, modifying and implementing high-level, rigorous instruction. Equally important, some teachers expressed concerns about the lack of classroom walkthroughs. Many reported they needed additional support from the administrative team. While teachers have access to High-Quality Instructional Resources (HQIR) in reading and math, many expressed a need for additional support in the EL Education and Illustrative Math curricula.

### Potential Leader Actions:

- Provide focused training for professional staff members on embedding inquiry-based and problem-solving strategies into instruction to encourage students to think at higher levels.
- Embed training for professional staff members about evidence-based strategies in the professional development plan to propel more innovative student thinking and meet the needs of individual learners.



- Provide ongoing training for teachers on designing and implementing instruction that emphasizes student dialogue, discussions and authentic assignments.
- Monitor instruction and provide meaningful, timely feedback and follow-up support to teachers to increase instructional capacity across the school.

## Your Next Steps

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

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

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



# Additional Review Elements for More Rigorous Intervention (MRI) Schools

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

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

Dr. William H. Perry Elementary School officially opened in the 2023-2024 school year after the merger of Wheatley Elementary and Roosevelt Perry Elementary. Both Wheatley and Roosevelt Perry underwent Diagnostic Reviews in 2019. Wheatley Elementary received a Two-Day Progress Monitoring Review in 2022 following the initial merger with Roosevelt Perry. As the school transitioned into its new building under the new name, the head principal from Wheatley continued to lead. At the beginning of the 2024-2025 school year, two new assistant principals were hired to support turnaround efforts and teacher retention was notably strong at 93%. The school received school improvement funds (SIF) to assist in reaching the goals of the turnaround plan. The total funding amounted to \$408,471 allocated across four cohorts: \$160,392 during Cohort 2, \$70,043 in Cohort 3, \$66,118 in Cohort 4 and \$111,918 in Cohort 5. Budget allocations were designated for certified extra-service stipends, educational program consultants from Solution Tree and EL Education and the purchase of literacy and math supplemental materials to address the school's academic priorities. No budgetary amendments have been made and expenditures align with turnaround plan funding predictions. The principal indicated that Ready Common Core was one resource referenced that has not been purchased because it is no longer needed since the district purchased HQIR for Tier 1 instruction. Additionally, funds were used to hire a Better Lessons consultant to support leadership in coaching teachers and providing meaningful feedback. However, as this initiative began only recently, its impact remains unclear.

While funds have contributed to quality resources for the students and staff, no significant impact is shown in academic metrics. The latest data from the Measures of Academic Progress (MAP) indicates there has been limited growth in reading and math achievement, with some cases showing a decline. Furthermore, reviews of observations and feedback from stakeholders reveal that teachers need greater clarity regarding the KAS and the district-adopted curricula.

The KDE completed a more comprehensive SIF monitoring review during the 2022-2023 school year. Based on the findings, the Turnaround Team developed a systematic process to monitor funds by including SIF as a set agenda item for review each month. Currently, SIF Cohort 5 funding has a remaining balance of \$52,648. In addition to SIF funding, the school may have other allocations to provide extended school services to support the students and other improvement efforts.





Due to the merging of the schools and two Diagnostic Reviews from each school in 2019, the focus for turnaround efforts as outlined in the turnaround plan is based on the most recent improvement priorities from the Two-Day Progress Monitoring Review in 2022. The first improvement priority, Standard 1.3, recommended stakeholder involvement in the collection, analysis and use of all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes. The second priority, Standard 2.7, recommended the school to execute the adopted instructional processes to monitor, adjust and ensure quality implementation of instructional practices. The improvement priorities were deconstructed and the team used improvement science tools to determine root causes using a fishbone diagram, an interrelationship diagram and a process map. Evidence indicated foundational reading skills as a root cause. The turnaround plan includes evidence-based practices around the recommended improvement priorities and root causes including goals and objectives for each accountability area along with action items based on evidence-based practices. The turnaround plan also states that the Plan Do Study Act (PDSA) process would be utilized by the Admin Team and PLCs to measure the effectiveness of the implementation of the reading foundation skills resources purchased using SIF funds; however, no documentation of meeting minutes or PDSAs was provided for review. In the presentation of improvement priorities, the principal used color coding to indicate progress—green for completed tasks and red for uncompleted ones. The majority of tasks for both improvement priorities were still highlighted in red. The principal acknowledged that progress toward goals had been slow, but she believes they are working on what needs to be a focus. Stakeholder interviews and artifact reviews indicated that while some planning had taken place, there had been little meaningful use of the turnaround plan, and meetings to review the plan were often either canceled or poorly attended. Stakeholders expressed their frustration, noting that previous continuous improvement initiatives often lost momentum and did not result in lasting change. A 45-day plan was developed with the principal to plan and monitor the work of the plan. Recently, there was a shift from the 45-day plan to a 30-60-90-day plan in collaboration and aligned with district visits rather than the turnaround plan.

Stakeholder involvement remains an area of focus for the school, and the principal has taken steps to foster open communication and input. Teachers who serve as team leads are included on the Instructional Leadership Team. Additionally, faculty meetings are regularly used to solicit feedback from staff on various issues. The principal also indicated she makes frequent use of surveys to gather input from various stakeholders, including staff, students and parents. This data collection is part of an ongoing effort to gauge the needs and opinions of the school community. To ensure communication is consistent and clear, the principal utilizes tools such as 'GroupMe' and newsletters to send out updates and important information to staff and parents alike. The principal also shared in her presentation that the school has developed strong partnerships with local organizations, including the YMCA, Brown Forman, Clariant, Heaven Hill and Grace M. James Academy of Excellence. The principal shared how valuable relationships with community partners are to the school. The AIS Executive Administrator visits the school weekly to provide ongoing support, guidance and advice to the principal. These meetings occur at the school on Thursdays using a 30-60-90-day plan to document the principal's next steps. They are tailored to the principal's specific needs or requests. Additionally, the principal has the opportunity to participate in a weekly cadre of other principals at the district level. However, no formal agendas or minutes are available to clarify the focus or purpose of these meetings or alignment to specific turnaround efforts.

# Leadership Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of Dr. William H. Perry Elementary School.

The principal has fostered a positive environment that promotes school spirit, belonging and social-emotional well-being for students. While progress in student behavior and school climate is evident, academic achievement has shown minimal gains, and scores remain below the state averages, as reflected in KSA data. The team recommends additional support for the principal based on elements within Professional Standards for Educational Leaders (PSEL) Standard 10.

To better prepare for improvement, the principal needs support in developing strategies that promote readiness, mutual commitment, accountability and the development of necessary pedagogical skills. A review of evidence, including artifacts and interviews, revealed limited teacher preparation and inconsistent follow-through on initiatives by the administration. Evidence indicated a need for consistent accountability and oversight to ensure rigorous academic expectations are effectively implemented and monitored in classrooms. Classroom observations revealed that only 11% of classrooms engaged students in rigorous coursework, discussions or tasks requiring higher-order thinking. KSA data showed that the school is still well below state averages, with minimal gains in some areas and some areas trending downward. Interviews emphasized the desire for consistent accountability in implementing a unified instructional process. More targeted support is needed to ensure that non-negotiables for instruction are communicated clearly and implemented with integrity. District instructional leaders and coaches can assist by conducting classroom observations and walkthroughs, providing the principal with feedback on instructional practices and suggesting improvements to foster more rigorous

coursework. Collaborating with the AIS Office and program consultants, coaching support cycles can be planned alongside teachers during planning sessions to model effective incorporation of resources.

The principal should ensure all stakeholders are committed, responsible and well-equipped to support continuous improvement. A primary responsibility of the principal is to improve professional practice and growth among teachers with evidence-based practices. Stakeholder interviews and observations indicated a need for common instructional practices across all grade levels and a cohesive view of learning expectations with input from all stakeholders. With district collaboration and support, the principal should develop ongoing professional learning opportunities around high-yield instructional strategies, strategic goal setting and data analysis so that teachers can utilize knowledge of best practices to aid in curricular adjustments when students fail to meet mastery. While energy and focus have been on soft skills and non-cognitive needs, the principal should ensure a guaranteed and viable curriculum based on the KAS across the organization establishing and monitoring protocols to identify instructional gaps. Curriculum coordinators or instructional specialists from the district can support the principal by offering guidance on aligning teaching practices with the district's curriculum and the KAS, ensuring that instruction is consistent, standards-driven and focused on meeting the academic needs of all students.

A review of evidence revealed limited implementation of a data collection system, no formal process to report data and limited use of data to drive decision-making processes related to continuous improvement and student achievement. Leaders from the AIS Office, in collaboration with the turnaround team and advisory leadership team, should support the principal in designing an effective system for data collection, reporting, and analysis. This system should ensure that data are consistently used to evaluate and adjust instructional practices in alignment with school improvement goals. To foster a system's perspective and promote coherence in improvement efforts, additional support is needed to guarantee that all aspects of the school—its organization, programs and services—are aligned and working together toward common goals. This coordination should support overall improvement, avoiding isolated initiatives or random acts of improvement. The turnaround plan should serve as a strategic framework for implementing and monitoring evidence-based practices. In collaboration with the turnaround team and AIS Office, the school should review the current turnaround plan to ensure alignment with newly identified improvement priorities and potential leader actions. To promote organizational coherence, improvement efforts across departments and programs should be aligned, ensuring that all staff and stakeholders are working toward shared objectives. The principal needs ongoing support to regularly review and adjust these efforts to maintain focus, ensuring that changes or new initiatives are systemic and aligned with the school's overarching vision for improvement. AIS leaders can help create structures for continuous improvement implementation and progress monitoring.

# Team Roster

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

Team member name	Brief biography
<b>Rachael McDaniel</b>	Rachael McDaniel is a consultant for schools in school improvement. She retired with over 25 years of experience in public education. Rachael has served as a state turnaround specialist, a principal lead (supervising principals) and a principal at both secondary and elementary levels. She has taught special education and English and is a certified reading specialist. She has conducted and presented research at local and national conferences. In addition, she has taught various college courses in school leadership, including instruction, school management, finance and school law. Rachael has led Diagnostic Reviews for Cognia in several states and evaluated charter schools for formation and sustainability.
<b>Denva Smith</b>	Denva Smith has over 25 years of experience in education, with roles that include primary grades teacher, reading interventionist, literacy coach and district administrator. Denva serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education (KDE), leading continuous improvement efforts in targeted support and improvement (TSI) schools and districts. Throughout her tenure with KDE, she has also supported state-managed districts and comprehensive support and improvement (CSI) schools. She is a certified trainer for Jim Shipley Systems and Associates and the National Institute for School Leadership (NISL).
<b>Kelley Mills</b>	Kelley Mills serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education (KDE) where she provides direct support to turnaround schools across the state. Kelley has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She has been an educator for over 20 years, serving as an elementary teacher, curriculum coach, district literacy coach and elementary principal. She also served the KDE for two years as a Novice Reduction for Gap Closure Instructional Coach.
<b>Robin Cornelius</b>	Robin Cornelius is the Chief Operations Officer at Russellville Independent Schools in Kentucky. Her extensive experience includes roles such as director of pupil personnel, chief academic officer, instructional coach, assistant principal, building-level assessment coordinator and principal. In addition to her current position, Robin is a member of the Kentucky Department of Education's Diversity, Equity and Inclusion (DEI) committee and has participated in the Leadership Institute for School Principals. She has collaborated with Cognia for several years by leading and participating in Accreditation and Diagnostic Reviews.

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

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

## Key Characteristic 2: Leadership for Learning

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

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



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



## Key Characteristic 3: Engagement of Learning

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

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

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

## Key Characteristic 4: Growth in Learning

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

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

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

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

# Student Performance Data

School Name: Dr. William H. Perry Elementary School

## Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	3	25	46	9	47
	4	14	48	20	50
	5	12	48	15	46
Math	3	11	43	*	43
	4	15	42	*	43
	5	*	41	12	41
Science	4	8	35	*	34
Social Studies	5	12	42	5	39
Editing and Mechanics	5	*	47	11	47
On Demand Writing	5	10	39	*	39

\*Student performance level data were suppressed for public reporting.

**Plus**

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

**Delta**

- The percentage of 3rd-, 4th- and 5th-grade students who scored Proficient/Distinguished in reading on the 2023-2024 KSA was below the state average.
- The percentage of students in 3rd grade who scored Proficient/Distinguished in reading on KSA decreased by 16 percentage points compared to the 2022-2023 school year.
- KSA trend data comparing 2022-2023 to 2023-2024 results revealed a slight increase in 4th- and 5th-grade students' reading scores, but proficiency levels remain significantly below the state average.
- The percentage of 3rd-, 4th- and 5th-grade students who scored Proficient/Distinguished in math on the 2023-2024 KSA was below the state average.
- The percentage of 5th-grade students who scored Proficient/Distinguished in social studies on the KSA in 2023-2024 was below the state average.
- KSA social studies trend data in 2023-2024 decreased by seven percentage points for students scoring Proficient/Distinguished compared to 2022-2023.
- The percentage of 5th-grade students who scored Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was below the state average.

## Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	22	26	38	29
Percent Score of 60-80	30	35	29	35
Percent Score of 100	37	24	25	23
Percent Score of 140	11	14	8	13

### Plus

- In 2023-2024, 25% of ELs received 100 points for progress on the Accessing Comprehension and Communication in English State-to-State (ACCESS) assessment; this was higher than the state average of 23%.

### Delta

- In 2023-2024, 38% of ELs received zero points for progress on the ACCESS assessment, which was higher than the state average.
- The percentage of ELs who received zero points for progress on the ACCESS assessment increased by 16 percentage points compared to 2022-2023.
- In 2023-2024, 29% of ELs received 60-80 points for progress on the ACCESS assessment, scoring below the state average of 35%.
- The percentage of EL students who achieved 100 points for progress on the ACCESS assessment remained above the state averages for two consecutive years (2022-2023 and 2023-2024). However, in 2023-2024, the percentage of students scoring Proficient decreased from 37% to 25%.



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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	25	9	11	*
Female	30	11	*	*
Male	*	*	*	*
African American	25	10	9	*
American Indian or Alaska Native	*	N/A	*	N/A
Asian	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A
Two or More Races	*	*	*	*
White (non-Hispanic)	*	*	*	*
Economically Disadvantaged	22	8	*	*
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	N/A	*	N/A
Students Without IEP	30	11	11	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	24	7	10	*
Non-English Learner or Monitored	24	7	10	*
Foster Care	*	N/A	*	N/A
Gifted and Talented	N/A	N/A	N/A	N/A
Non-Gifted and Talented	25	9	11	*
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

\*Student performance level data were suppressed for public reporting.

#### Plus

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

#### Delta

- The percentage of 3rd-grade students who scored Proficient /Distinguished in reading on the KSA in 2023-2024 was 9%, a decrease of 16 percentage points from 2022-2023.
- The percentage of students who scored Proficient/Distinguished in reading on KSA in 2023-2024 decreased in all student groups not suppressed for public reporting from the previous year.



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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	14	20	15	*	8	*
Female	9	19	*	*	*	*
Male	18	*	20	*	13	*
African American	13	*	15	*	7	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A
Asian	*	N/A	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	N/A	*	N/A	*	N/A
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	13	19	16	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	N/A	*	N/A	*	N/A
Students Without IEP	15	24	18	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	14	22	17	*	8	*
Non-English Learner or Monitored	12	22	*	*	6	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	N/A
Non-Gifted and Talented	14	18	15	*	8	*
Homeless	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A

\*Student performance level data were suppressed for public reporting.

#### Plus

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

#### Delta

- Twenty percent (20%) of students in 4th grade scored Proficient/Distinguished in reading on the 2023-2024 KSA.
- The overall percentages of students in 4th grade and in non-suppressed sub-groups increased in proficiency levels compared to KSA 2022-2023. However, the percentages are below the state averages.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing (2022-2023)	On-Demand Writing (2023-2024)
All Students	12	15	*	12	12	5	*	11	10	*
Female	13	8	*	*	13	*	*	11	13	*
Male	11	*	*	21	*	*	*	11	*	*
African American	11	15	*	12	11	6	*	10	8	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Asian	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	10	15	*	10	10	4	*	12	10	*
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*	*	*	*	*
Alternate Assessment	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Students Without IEP	14	15	*	13	14	5	*	11	11	*
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	14	15	*	13	14	6	*	12	11	*
Non-English Learner or Monitored	14	13	*	12	14	4	*	10	11	*
Foster Care	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	*	*	*	*	N/A	*	*	*	*
Non-Gifted and Talented	12	13	*	11	12	5	*	10	10	*
Homeless	*	*	*	*	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A

\*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- Fifteen percent (15%) of 5th-grade students scored Proficient/Distinguished in reading on the KSA in 2023-2024, remaining below state averages.
- Twelve percent (12%) of 5th-grade students scored Proficient/Distinguished in math on the 2023-2024 KSA.
- Five percent (5%) of 5th-grade students scored Proficient/Distinguished in social studies on the 2023-2024 KSA, indicating a seven percentage point decrease from 2022-2023.
- Eleven percent (11%) of 5th-grade students scored Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA and below the state average.



# Schedule

## Monday, December 2, 2024

Time	Event	Where	Who
2:00 p.m. – 4:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.	Principal Presentation	School	Diagnostic Review Team Members
6:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 3, 2024

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:30 a.m.- 5:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, December 3, 2024

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:15 a.m. – 6:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
6:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #4	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 4, 2024

Time	Event	Where	Who
8:00 a.m. – 3:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

