



# Cognia Diagnostic Review Report

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Results for:  
Engelhard Elementary

Dec. 2-5, 2024

# Contents

- Introduction.....2**
  - Performance Standards Evaluation .....2
  - Insights from the Review .....3
- Effective Learning Environments Observation Tool (eleot) Results.....5**
  - eleot Narrative.....9
- Improvement Priorities .....11**
  - Improvement Priority 1 .....11
    - Potential Leader Actions:.....12
  - Improvement Priority 2 .....13
    - Potential Leader Actions:.....14
  - Your Next Steps .....14
- Additional Review Elements for More Rigorous Intervention Schools .....15**
- Leadership Capacity in Diagnostic Review .....17**
- Team Roster .....19**
- Appendix .....20**
  - Cognia Performance Standards Ratings .....20
    - Key Characteristic 1: Culture of Learning.....20
    - Key Characteristic 2: Leadership for Learning .....22
    - Key Characteristic 3: Engagement of Learning .....24
    - Key Characteristic 4: Growth in Learning .....26
  - Student Performance Data.....29
  - Schedule .....35

# 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>	2
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	8
<b>Certified Staff</b>	14
<b>Noncertified Staff</b>	4
<b>Students</b>	18
<b>Parents</b>	3
<b>Total</b>	50

## 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:**

The themes of "Lead Self, Lead Others, Lead Change" and "Every Child, Every Chance, Every Day" are more than slogans at Engelhard Elementary. This was evident in the wrap-around services that the school provides daily for both students and staff. Each day as students arrive, they are greeted by the principal and other staff members who ensure they feel welcome and safe. The morning announcements end with the principal reminding all students, "If you have not been told by someone that they love you, you are loved here at Engelhard". Perception data from families revealed that 96% agreed/absolutely agreed that "adults care about children's well-being (7)" and "adults think about children's safety when making decisions (3)", indicating that families recognize the positive school culture. Stakeholder interviews align with the survey data, as each group indicated that students feel safe and nurtured. The positive feelings of safety and care align with practices the school initiated to address culture and climate. The implementation of these practices, such as the multi-tiered system of supports (MTSS), behavior teams and roles and responsibilities matrix for behavior, are evident in the data provided during the principal's presentation, identifying an increase in teacher attendance from 53% during 2023-2024 to 92.1% for the current school year. Additionally, student attendance has increased from 89% in 2023-2024 to 90.3% for the current school year. Behavioral data shows an overall decline in the number of referrals for student behavior from 2023-2024 to 2024-2025. For example, the number of referrals in August declined from 10 in 2023 to four in 2024; in September, referrals dropped from 13 in 2023 to four in 2024; in October, there was a slight increase from 14 in 2023 to 19 in 2024. However, referrals also declined in November from 31 in 2023 to 10 in 2024. The school provides before and after school programs such as Men of Quality, Girl Power, Boys and Girls Club, Kumon tutoring program, robotics and numerous athletic opportunities to increase students' academic, emotional and social development.

The 2020 Diagnostic Review Team identified a need to develop a formal process to monitor, evaluate and revise programs to improve student performance and adjust those programs with consistency and fidelity to increase the quality of classroom instruction. The school has developed a professional learning community (PLC) process, but work is needed to formalize the PLC's focus to improve teachers' use of data to monitor student learning. The staff at Engelhard is a mix of veteran and new educators due to high teacher turnover; this contributes to inconsistencies in teachers' competency levels in the PLC process, requiring the understanding of this process to be an ongoing part of professional learning for the faculty. The Diagnostic Review Team suggests the leadership team, that includes the principal, assistant principal, instructional coaches, resource teacher and the Educational Recovery (ER) team, address this by analyzing walkthrough data to personalize the instructional needs of staff, providing teachers with direct support, professional learning and coaching around effective instructional strategies. Survey data revealed that 62% of educators agreed/absolutely agreed that "in the past 30 days, I participated in learning experiences that increased my knowledge and skills (22)." Additionally, 50% of educators agreed/absolutely agreed that "at my institution, we know and perform our jobs well (13)."

Academic data shows that student performance on the Kentucky Summative Assessment (KSA) has declined or stayed consistent since the school's comprehensive support and improvement (CSI) identification in 2019. Educator survey data showed a need for additional support to improve the school, as 56% agreed/absolutely



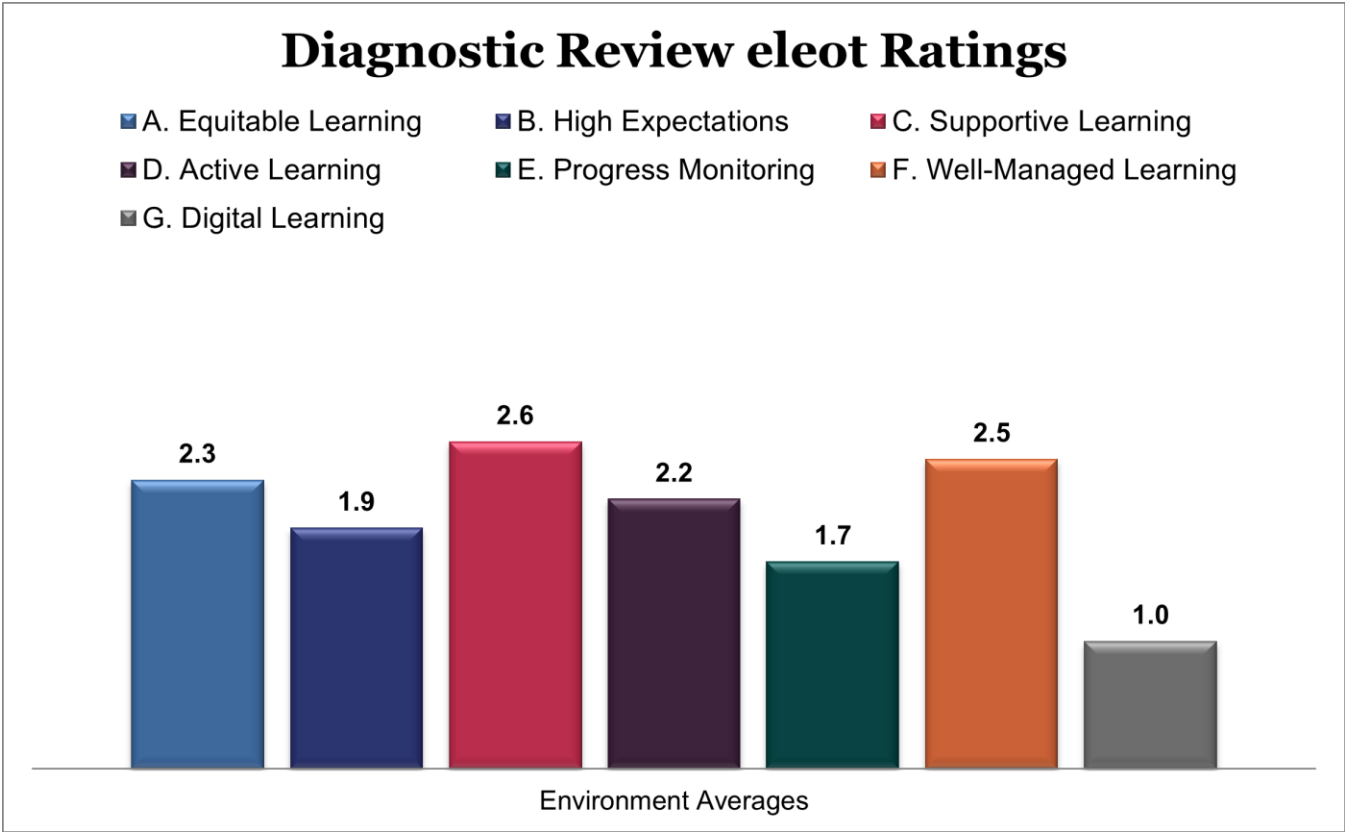
agreed that "at my institution, we deliver instruction that considers learners' needs, interests and potential (8)." Additionally, 53% of educators agreed/absolutely agreed that "at my institution, we provide an instructional environment where all learners thrive (9)" and 56% of educators agreed/absolutely agreed that "at my institution, we uphold high expectations for learning (12)." Observational data aligned with educator perception data as it was evident/very evident in 17% of classrooms that "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." Additionally, it was evident/very evident in 28% of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)", and in 23% 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)." During the overview presentation, the principal shared that part of the school's efforts toward continuous improvement include developing an instructional vision and establishing a leadership team to monitor continuous improvement efforts. However, the Diagnostic Review Team found little evidence that the school has implemented a fully functioning continuous improvement process.



# 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 18 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	72%	17%	6%	6%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	22%	50%	22%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	17%	56%	28%
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.	56%	22%	11%	11%
<b>Overall rating on a 4-point scale:</b>		<b>2.3</b>				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	44%	39%	11%	6%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	33%	39%	22%	6%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	44%	44%	6%	6%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	22%	56%	17%	6%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	22%	56%	17%	6%
<b>Overall rating on a 4-point scale:</b>		<b>1.9</b>				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.5	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	22%	22%	39%	17%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	22%	17%	50%	11%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	6%	33%	44%	17%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	11%	22%	50%	17%
<b>Overall rating on a 4-point scale:</b>		<b>2.6</b>				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	11%	44%	39%	6%
D2	2.1	Learners make connections from content to real-life experiences.	33%	33%	22%	11%
D3	2.3	Learners are actively engaged in the learning activities.	17%	50%	17%	17%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	61%	17%	6%	17%
<b>Overall rating on a 4-point scale:</b>		<b>2.2</b>				



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	56%	44%	0%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	33%	44%	22%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	33%	39%	28%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	72%	22%	6%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.7</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	11%	22%	50%	17%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	44%	33%	22%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	39%	22%	22%	17%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	28%	39%	17%	17%
<b>Overall rating on a 4-point scale:</b>			<b>2.5</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	100%	0%	0%	0%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	100%	0%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	94%	6%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.0</b>				

## eleot Narrative

The Diagnostic Review Team identified strengths during observations of classrooms and common areas. Overall, the interactions observed between students and teachers were respectful and positive. Classroom observational data, for example, showed it was evident/very evident in 84% of classrooms that "learners are treated in a fair, clear and consistent manner (A3)." Additionally, 83% of students agreed/absolutely agreed that "the adults treat us with respect (2)." Stakeholder interviews revealed positive changes in the school's climate and culture. The team encourages the school to continue leveraging this change to increase opportunities within the Well-Managed and Supportive Learning Environments. For example, staff and students were sometimes observed to be engaged in positive interactions. Observational data revealed it was evident/very evident in 67% of classrooms that learners both "demonstrate a congenial and supportive relationship with their teacher (C4)" and "speak and interact respectfully with teacher(s) and each other (F1)."

Although perception data revealed that 76% of students (13) and 74% of families (15) agreed/absolutely agreed that instruction or lessons are changed to meet students' needs, the team observed instruction to be mostly whole-group and teacher-led. Observational data revealed it was evident/very evident in 12% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." The team observed few instances of student collaboration either with or without technology as it was evident/very evident in 23% of classrooms that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" and evident/very evident in 0% of classrooms that "learners use digital tools/technology to communicate and work collaboratively for learning (G3)."

The team observed students engaging in tasks with low levels of rigor. Observational data revealed it was evident/very evident in 23% of classrooms that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." It was also evident/very evident in 28% of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)."

The team observed that students inconsistently complied with expectations, as it was evident/very evident in 55% of classrooms that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" and it was evident/very evident in 34% of classrooms that students "use class time



with minimal wasted time or disruptions (F4)." The team found it evident/very evident in 56% of classrooms that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)." These observations indicate that although the focus has been on improving the systems and culture related to behavior expectations, continued growth is needed to maximize student academic outcomes.

Observational data revealed it was evident/very evident in 34% of classrooms that "learners actively engaged in the learning activities (D3)." Additionally, it was evident/very evident in 45% of classrooms that "learner discussions/dialogues/exchanges with each other and teacher predominate (D1)." Survey data supported observational data. For example, student perception data revealed that when asked, "Which four phrases best describe what learning looks like most of the time in your classes (21)", 50% of students chose "complete worksheets" and 63% selected "listen to teachers talk." This observational and perception data identifies a need for professional learning and coaching to support educators in providing an engaging learning environment.

The team seldom observed students completing meaningful tasks with digital devices. The Digital Learning Environment received the lowest overall average rating of 1.0 on a 4-point scale. In 0% of classrooms, it was evident/very evident that students used digital tools/technology to "conduct research, solve problems, and/or create original works for learning (G2)" and "gather, evaluate, and/or use information for learning (G1)."

# Improvement Priorities

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

## Improvement Priority 1

Develop a system where walkthroughs aligned to the school's identified instructional strategies result in feedback, coaching and professional learning to improve instructional practices. Utilize the current PLC process to incorporate analysis of common formative assessments (e.g., checks for understanding, exit slips, student work samples) to identify trend and current data to modify the instructional plan (e.g., small group formation, differentiated learning opportunities) and deepen learners' knowledge and understanding.

**Standard 26:** Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

### Findings:

Engelhard Elementary has been identified for CSI since the 2019-2020 school year because its student performance data on the KSA continues to fall in the bottom 5% of schools. The 2022-2023 and 2023-2024 KSA results revealed deficits of 20 percentage points or more between the school and state performance levels. For example, during the 2023-2024 school year, the percentage of 4th-grade students who scored Proficient/Distinguished on the KSA for reading was 9% compared to the state average of 50%, and 5th-grade reading saw a similar deficit, where 8% of students scored Proficient/Distinguished compared to the state average of 46%.

The school has implemented a walkthrough process this school year; however, the school provided no evidence showing a consistent form is used. At the start of school, the Structure, Teach, Observe, Interact and Correct (STIOC) form was utilized for walkthroughs. This tool focuses on classroom management and does not reflect on the use of high-quality instructional strategies. The school has also used a 30-Second Feedback form designed to provide teachers with positive feedback to build positive relationships for coaching. Additionally, the school used a district walkthrough form to monitor compliance with district expectations aligned with the newly implemented curriculum for reading and math. Interviews revealed that the use of these various tools has led to confusion and change fatigue for teachers. The principal informed staff members in September that they will now begin doing walkthroughs using the Engelhard Elementary School (EES) walkthrough instrument, which will look for the learner's dialogue and discourse, differentiated learning opportunities and activities that meet their needs and rigorous coursework and/or tasks that require the use of higher order thinking skills to increase knowledge of the learning. The principal intends for instructional coaches and administrators to use this walkthrough form for instructional coaching. Interviews revealed that at this point in the school year, teachers had received little constructive feedback on improving their instructional practices.

A review of artifacts (e.g., walkthrough schedule) and interview data revealed a delay in implementing the coaching and feedback system. While the school had an MTSS process, it was not fully implemented or maximized. Additionally, progress monitoring toward academic goals rarely occurs. Stakeholders shared that thus far, the focus has been STIOC walkthroughs. The school is still developing effective PLC structures around academics.

Additionally, stakeholder surveys identified that 53% of educators agreed/absolutely agreed that "at my institution, we provide an instructional environment where all learners thrive (9)." Student survey responses revealed that 76% of students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)." Classroom observational data revealed it to be evident/very evident in 12% of classrooms that



"learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." It was also evident/very evident in 0% of classrooms that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Evidence of a systematic and timely process for continuous improvement and instruction was not provided to the team.

The PLC protocol revealed a framework for PLC meetings. However, the team found minimal evidence showing that these meetings allow educators the opportunity to respond to and adjust instruction to meet the needs of students. During interviews, the team asked stakeholders how data are used to improve student learning and performance. They shared that while there is no clearly defined process for using the data to increase student performance, the use of data was critical. A review of artifacts (e.g., master schedule) provided evidence that collaborative planning time is embedded in the master schedule with the expectation of having PLC meetings. The artifacts provided by the school did not include a professional development plan; interviews revealed that the school had not established a formal professional development plan for this year.

Stakeholder interviews revealed that the school leadership had aligned staffing to match the needs highlighted in the school's instructional system (MTSS academic team, MTSS behavior team, MTSS student support team, office team). It was revealed through observations and interviews that although these teams are established to lead the work to address the leading indicators that impact school improvement, the school lacks formal structures for these teams. The team also learned that many staffing changes have resulted in a delay in the implementation and support of school improvement systems.

**Potential Leader Actions:**

- Finalize one walkthrough tool to use for the school.
- Provide training for the academic instructional leadership team to ensure a shared understanding of expectations and consistency in observations.
- Update the walkthrough schedule to include frequency (e.g., weekly, bi-weekly) and duration. Protect this time on the calendar and prioritize this task by keeping this time meeting-free.
- Develop a tiered model for coaching based on walkthrough data.
- Use walkthrough feedback to tailor professional development to address common challenges.
- Strengthen PLCs to support staff in using data to identify trends in student performance and instructional effectiveness.
- Establish norms and protocols for data-driven discussions to ensure focus and efficiency. Use data to adjust instructional plans, such as forming small groups or differentiating tasks based on students' needs.

## Improvement Priority 2

Establish and monitor a continuous improvement system aligned with the school's instructional vision. Develop procedures and protocols with action steps to ensure improved outcomes. Streamline methods for communicating goals and progress with stakeholder groups to provide systematic updates and receive feedback on the school's overall progress toward its goals.

**Standard 11:** Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

### Findings:

The school was identified as a comprehensive support and improvement (CSI) school during the 2019-2020 school year. The school experienced inconsistent growth in academic achievement on the KSA, and the state designated it for more rigorous intervention (MRI) for the 2024-2025 school year. A comparison of KSA data from 2022-2023 to 2023-2024 revealed a decline in student performance. For example, the percentage of 4th-grade students scoring Proficient/Distinguished in reading on the KSA declined from 21% in 2022-2023 to 9% in 2023-2024. Additionally, the percentage of 5th-grade students scoring Proficient/Distinguished in reading was 9% in 2022-2023 and 8% in 2023-2024.

When the team asked stakeholders what contributed to the decline in KSA achievement data, many shared that the school lacked organizational structures and processes necessary for continuous improvement. Stakeholders reported that since the previous progress monitoring visit during the 2021-2022 school year, the school leadership team process has been re-designed to support continuous improvement. They also reported that the school leadership team has been more engaged in the instructional process for continuous improvement (e.g., classroom walkthroughs occurring more frequently). However, feedback has been primarily limited to positive comments or compliance with the new reading and math curriculum. There is a need for more constructive feedback regarding the use of high-yield instructional strategies in all classrooms. Preliminary success has been identified in organizational structures related to attendance and behavior, as evidenced by artifacts and observations. However, the Diagnostic Review Team found the school lacked a fully implemented continuous improvement system that ensures effective instruction and improved student outcomes.

Observational data revealed it to be evident/very evident in 34% of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)", and in 39% of classrooms, it was evident/very evident that "learners transition smoothly and efficiently from one activity to another (F3)." These findings indicate a need for consistent implementation and monitoring of an instructional framework to maximize instructional time. Observational data also revealed it was evident/very evident in 6% of classrooms that "learners understand and/or are able to explain how their work is assessed (E4)" and in 22% of classrooms, that "learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)", demonstrating a need for a continuous monitoring system and feedback process.

Additionally, stakeholder surveys identified that 62% of educators agreed/absolutely agreed that "at my institution, we follow a process to determine the support that learners need (10)." Surveys also revealed that 53% of educators agreed/absolutely agreed that "at my institution, we work closely with each other and our stakeholders to support learners (6)." These findings were further supported in stakeholder interviews where families reported a lack of knowledge about the school's improvement efforts. Stakeholders shared that they are notified of their student's performance twice annually during parent-teacher conferences. Educator interviews revealed that the school was missing a systemic process for continuous improvement, citing a lack of clarity and direction, multiple competing priorities and a lack of structure and follow-through from the leadership team.

A review of artifacts (e.g., the roles and responsibilities document, the data hub, a 30-60-90-day plan) revealed that the school needs a system to operationalize data use for continuous improvement, a calendar to ensure that data trends are identified promptly and interventions and adjustments that are made without delay. The Diagnostic Review Team found little evidence that the school had outlined standard operating procedures,



developed employee guides or created a communication plan. The lack of documentation and communication of the school's structures and processes and interview data indicated a need for clarity for stakeholders to understand their role in the continuous improvement efforts.

**Potential Leader Actions:**

- Implement a continuous monitoring system. Identify key performance indicators (KPIs) and create a system for regular data collection (e.g., attendance, assessment results, teacher evaluations). Implement a yearlong calendar for reviewing data trends at key intervals.
- Develop a communication plan. Define the frequency, format and audience for sharing progress. Use multiple channels (e.g., email, school website, social media) for transparency.
- Engage stakeholders in feedback loops, conduct stakeholder surveys, gather input regularly from students, staff, parents and community members and use findings to adjust the continuous improvement process.

## Your Next Steps

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

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

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



# Additional Review Elements for More Rigorous Intervention 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.

Engelhard Elementary underwent its first Diagnostic Review in 2019-2020 and a progress monitoring review in 2021-2022. The current Diagnostic Review considered the specific actions taken by the school since its prior review. Since that time, the school has maintained stable leadership. The current principal has been in place since 2015. Teacher turnover is relatively high with losing around 70% of staff over the last five years.

The 2019-2020 Diagnostic Review of the school yielded two improvement priorities. Improvement Priority 1 instructed the school to "Develop standard operating procedures to implement, monitor and adjust programs with consistency and fidelity in support of teaching and learning (Standard 1.7)." The team was able to review the school's comprehensive school improvement plan (CSIP); however, little evidence was provided to demonstrate that the plan has been monitored and revisited throughout the school year. The Diagnostic Review Team reviewed the minutes provided from the leadership team and faculty meetings; however, these documents did not reveal discussion of the CSIP nor was the leadership team able to produce any monitoring documents related to the CSIP. Observational data and interviews with staff identified that rigorous instruction, high expectations and progress monitoring are not occurring with consistency across the school. Though PLCs have been established, the focus still seems to be on unpacking the curriculum due to varying levels of knowledge around curricular implementation. The implementation of a coaching and feedback model has been discussed by leadership but has not been fully implemented. Additionally, data conversations around responding to student learning were limited.

Improvement Priority 2 from the 2019-2020 Diagnostic Review directed the school to "Utilize a formalized process of analyzing data to monitor, evaluate and revise programs to improve student learning and organizational conditions (Standard 2.12)." The district purchased a new, scripted curriculum for the tested areas of reading and math. However, the district has not expanded the curriculum adoption to other tested areas leading to incoherence where some grade levels are teaching a new, robust curriculum while other grade levels are teaching without a unified curriculum. There is limited evidence to suggest that there is a system in which teachers are provided with comprehensive training on curricular materials. Teacher turnover revealed inconsistencies in the training opportunities staff members were provided. Teachers are heavily dependent on the virtual components of the new curriculum and direct explicit instruction was minimally observed during classroom observations. At this time there is limited evidence that data analysis is being consistently used to monitor, evaluate or revise programs to improve student learning and organizational conditions.





Some evidence was provided to the team of stakeholder involvement in the continuous improvement process. The turnaround team consists of the principal, assistant principal, counselor, exception children education (ECE) implementation coach, a classroom teacher and a mental health specialist. The Engelhard Leadership Structure has aided in involving more stakeholders and the school leadership has been re-designed to better support continuous improvement as well. There was little evidence that teachers or families have an opportunity to provide feedback on the continuous improvement process.

The school received \$168,264 in 2020-2021 through Cohort 2 school improvement funds (SIF). The funds were used to provide stipends for teachers to attend professional learning as well as secure substitutes. Additionally, funds were used to secure consultants to work with PLCs and provide Eureka training. The school also purchased books for use during guided reading and other instructional materials. In 2021-2022, through Cohort 3, the school received \$69,821. These funds were used for teacher stipends and consultants for the district's new reading (EL) and math (IM) curriculums. Additionally, the funds paid registration fees for the HIVE conference. In 2022-2023 they received \$57,206 through Cohort 4. These funds were used for stipends and conference attendance and EL consultants. Most recently, through Cohort 5, the school received \$96,832 of SIF. This year the funds have been used for stipends, attendance at the HIVE conference and consultants for "Better Lessons." The sum of all SIF received by Engelhard is \$392,123. Currently, the school has an available balance of \$22,311.89. Based on the KSA data and observational data, the additional funds received have not positively impacted student achievement at this time.

The district's support for Engelhard Elementary, in addition to approval of the SIF funds and amendment requests within each year of allocation, includes other funding processes. The district uses the same formula for staffing Accelerated Improvement Schools (AIS) as all elementary schools across the district. The funding formula used to provide Engelhard's budget is also the same one used for all elementary schools across the district. Additionally, the district provides additional funds due to the school designation as a "choice zone" school. The district provides, at a minimum, an additional \$8,000 stipend for certified staff and administrators assigned to an AIS as an incentive to attract and retain staff. The district also provides each AIS with an additional number of paid days for certified staff to attend training at the beginning of the school year. Principals of AIS are given early access to the transfer list from the district's Human Resources (HR) Department and the principal is also allowed to submit names to HR for non-renewal based on their lack of effectiveness around the turnaround work. Additionally, the district's AIS office requires additional monitoring for specific programs and turnaround initiatives. The school is also provided additional funding through the equity fund for turnaround work beyond those items mentioned above. Interviews revealed that AIS do not receive any priority for substitutes and as a result, there are days where vacancies remained unfilled in multiple classrooms.

A review of evidence and interviews revealed a lack of differentiated support for what is required of MRI schools, which is a barrier to the school's acceleration. A disconnect or misalignment exists between the monitoring requirements established by the district and the turnaround initiatives required for MRI monitoring. This "layering" of more initiatives and more monitoring, instead of fewer initiatives to be monitored at a deeper level can create a barrier in leadership prioritizing the work. An example of this includes the implementing and monitoring of Improvement Priorities using a 30-60-90-day planning tool, initiatives and monitoring by the AIS office using School Learning Visits, FSR-6 Systems Progress Monitoring requirements and additional district mandates that are requirements of all district schools. This layering versus differentiation has a negative impact on student achievement and is a barrier to schools getting out of CSI status. At this time there was no evidence provided to identify additional or unique support being provided by the district to the school.

Engelhard Elementary's leadership has worked to ensure alignment of initiatives, programs and practices in the school. An intense focus on the turnaround work and improvement science over the past two years has assisted the school in developing an aim statement that all are working toward. From this work, the Plan Do Study Act (PDSA) process and working theories have been developed as a guide for the turnaround work and as a source for restoring a sense of urgency. The principal credits the new learning and training he has received for transforming him into a systems thinker.

# 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 the CSI school.

Since becoming principal in 2015, the principal has strived to reshape the climate culture at Engelhard Elementary. This was evident in general observations and interviews and has positively impacted attendance and behavior at the school. The principal has demonstrated an unwavering commitment to the social and emotional well-being of the students at Engelhard Elementary. Evidence, including weekly newsletters, faculty meeting agendas and emails, demonstrates that this commitment is routinely and strategically communicated to all staff, students, parents and community partners. However, interviews revealed inconsistencies in addressing behavior issues through the established system and student response team (SRT) protocol within some classrooms, negatively impacting instruction.

The principal at Engelhard Elementary expressed an understanding and knowledge of what is necessary to lead the school's turnaround efforts. Additionally, the principal exhibited a passion and commitment to the students at Engelhard Elementary. However, that knowledge and passion has not resulted in substantial academic achievement growth during the ten years he has served as the school's leader. Student performance results show a decline in the percentage of 4th- and 5th-grade students meeting Proficient/Distinguished levels on the reading portion of the 2023-2024 KSA.

Additionally, the principal has not effectively established a culture of continuous improvement that promotes student learning through effective instructional strategies. Survey responses indicate a culture where educators do not work together to support learners or one another to improve learning. Further, surveys revealed that



educators do not base improvement efforts on student needs and there is not an established high expectation for learning.

During the principal's presentation, the principal shared that quality Tier 1 instruction is an area of need for continuous improvement. He also revealed the majority of certified staff members are new to the teaching profession. The principal stated that teacher turnover is typically two to three teachers per year. However, due to the small number of certified teachers, only three core content teachers have been there for more than four years. This creates a challenge for consistency in the outcomes from professional development provided by the school and district.

There is a need for coaching teachers in the use of high-quality instructional strategies. While a system for walkthroughs and coaching exists, teachers primarily received positive comments regarding procedural compliance and student-to-teacher relationships following the 30-Second feedback model. There is a need for teachers to receive instructional feedback around the use of high-yield instructional strategies and effective instruction. This feedback and monitoring are essential to moving the school out of CSI status and developing the capacity of staff to assess and take ownership within their individual classrooms for effective instruction, resulting in increased student learning and academic outcomes.

The principal indicated that since 2023, he has received more targeted instructional support from the district to support his growth as an instructional leader. Examples of this support include access to a mentor principal assigned by the district and weekly meetings with the (AIS) office's executive administrator to conduct classroom walkthroughs and analyze data to determine the next steps for continued improvement. This coaching and support for the principal is necessary to continue his growth and development to lead the turnaround work as the instructional leader of Engelhard Elementary.



# Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and 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>Lateshia Woodley</b>	Lateshia Woodley has been a teacher, school counselor, school improvement specialist, assistant principal, principal and assistant superintendent. Since 2008, she has worked as a turnaround leader, helping bring about positive changes in some of the lowest-performing schools in Georgia and Missouri. She is currently the chief operating officer of Dynamic Achievement Solutions. She is an international presenter, award-winning author, TEDX featured presenter, and an Association for Supervision and Curriculum Development (ASCD) Emerging Leader.
<b>Chris Mueller</b>	Chris Mueller has over 38 years of experience as a teacher, administrator and Educational Recovery Leader (ERL). Chris has taught at the middle school, high school and collegiate levels. While serving as an ERL, Chris worked with administrative teams and school leadership teams to facilitate turnaround efforts in Kentucky's central region. Additionally, he has been an associate lead in multiple Diagnostic Reviews and led school monitoring reviews. He is a certified facilitator for the National Institute for School Leadership (NISL) for the Lead-KY initiative. Chris also has been an adjunct instructor in political science for Campbellsville University.
<b>Teresa Miller-Ruiz</b>	Teresa Miller-Ruiz serves as an Educational Recovery Leader (ERL) in the Office of Continuous Improvement and Support, Division of School & Program Improvement for the Kentucky Department of Education. She has over 25 years of experience. Currently, she helps schools improve student achievement by building leadership capacity, improving instructional practices and creating sustainable systems to ensure future student success.
<b>Tim Wilson</b>	Tim Wilson has over 25 years of experience in education, including teaching and leading students from 3 to 62. He serves as the District Assessment Coordinator and Director of Federal Programs and English Learners in the Butler County School District in Morgantown, Kentucky. His previous experiences include being a Head Start Center leader, a middle and high school teacher in Florida, a postsecondary business teacher, a high school special education teacher, an assistant principal, and an elementary school leader.

# 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.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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.	1

## Key Characteristic 2: Leadership for Learning

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

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

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



## Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	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.	1

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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.	1

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	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.	1

# Student Performance Data

School Name: Engelhard Elementary

## Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	3	25	46	*	47
	4	21	48	9	50
	5	9	48	8	46
Math	3	20	43	*	43
	4	7	42	*	43
	5	*	41	*	41
Science	4	*	35	*	34
Social Studies	5	11	42	*	39
Editing and Mechanics	5	*	47	13	47
On Demand Writing	5	*	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 4th-grade students scoring Proficient/Distinguished in reading declined from 21% on the 2022-2023 KSA to 9% in 2023-2024.
- The percentage of 5th-grade students scoring Proficient/Distinguished in reading was 8% in 2023-2024 on the KSA.
- The percentage of 5th-grade students scoring Proficient/Distinguished in editing and mechanics was 13% in 2023-2024 on the KSA.

## Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	10	26	20	29
Percent Score of 60-80	55	35	44	35
Percent Score of 100	30	24	12	23
Percent Score of 140	5	14	24	13

Plus

- The percentage of ELs earning 140 points for progress increased from 5% in 2022-2023 to 24% in 2023-2024.

Delta

- The percentage of ELs earning 0 points for progress increased from 10% in 2022-2023 to 20% in 2023-2024.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	25	*	20	*
Female	28	*	17	*
Male	23	*	23	*
African American	20	*	*	*
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	21	*	15	*
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	*	23	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	30	*	21	*
Non-English Learner or Monitored	30	*	21	*
Foster Care	*	n/a	*	n/a
Gifted and Talented	n/a	n/a	n/a	n/a
Non-Gifted and Talented	25	*	20	*
Homeless	*	*	*	*
Migrant	*	n/a	*	n/a
Military Dependent	*	n/a	*	n/a

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

#### Plus

- Student performance level data categories of Novice, Apprentice, Proficient, and Distinguished (NAPD) were suppressed for public reporting.

#### Delta

- Student performance level data categories of Novice, Apprentice, Proficient, and Distinguished (NAPD) were suppressed for public reporting.

### 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	21	9	7	*	*	*
Female	26	*	*	*	*	*
Male	*	15	*	*	*	*
African American	15	10	9	*	*	*
American Indian or Alaska Native	*	n/a	*	n/a	*	n/a
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	n/a	*	n/a	*	n/a
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	24	11	5	*	*	*
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	25	6	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	23	11	8	*	*	*
Non-English Learner or Monitored	23	11	8	*	*	*
Foster Care	*	n/a	*	n/a	*	n/a
Gifted and Talented	*	n/a	*	n/a	*	n/a
Non-Gifted and Talented	21	9	7	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	n/a	*	n/a	*	n/a
Military Dependent	*	n/a	*	n/a	*	n/a

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

#### Plus

- The percentages were not high enough to qualify as a plus.

#### Delta

- The percentage of 4th-grade students scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 9%.
- The percentage of 4th-grade male students scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 15%.
- The percentage of 4th-grade African American students scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 10%.
- The percentage of 4th-grade economically disadvantaged students scoring Proficient/Distinguished in reading on the 2023-24 KSA was 11%.
- The percentage of 4th-grade students without IEPs scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 6%.
- The percentage of 4th-grade non-ELs scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 11%.



- The percentage of 4th-grade non-ELs or monitored students scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 11%.
- The percentage of 4th-grade non-gifted and talented students scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 9%.

## 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	9	8	*	*	11	*	*	13	*	*
Female	*	11	*	*	18	*	*	17	*	*
Male	*	*	*	*	*	*	*	*	*	*
African American	*	9	*	*	*	*	*	15	*	*
American Indian or Alaska Native	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Asian	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Hispanic or Latino	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Native Hawaiian or Pacific Islander	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	6	*	*	*	*	*	*	*	*
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	*	10	*	*	12	*	*	13	*	*
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	10	5	*	*	7	*	*	14	*	*
Non-English Learner or Monitored	*	6	*	*	7	*	*	14	*	*
Foster Care	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Gifted and Talented	*	*	*	n/a	*	n/a	*	*	*	*
Non-Gifted and Talented	9	8	*	*	11	*	*	11	*	*
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

- The percentages were not high enough to qualify as a plus.

## Delta

- The percentage of students in 5th grade scoring Proficient/Distinguished in reading declined from 9% in 2022-2023 to 8% in 2023-2024.
- The percentage of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in reading declined from 9% in 2022-2023 to 8% in 2023-2024.
- The percentage of non-ELs in 5th grade scoring Proficient/Distinguished in reading declined from 10% in 2022-2023 to 5% in 2023-2024.
- The percentage of female students in 5th grade scoring Proficient/Distinguished in reading in 2023-2024 was 11%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in reading in 2023-2024 was 9%.
- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in reading in 2023-2024 was 6%.
- The percentage of students without IEPs in 5th grade scoring Proficient/Distinguished in reading in 2023-2024 was 10%.
- The percentage of non-EL or monitored students scoring Proficient/Distinguished in reading in 2023-2024 was 6%.
- The percentage of students in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 13%.
- The percentage of female students in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 17%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 15%.
- The percentage of students without IEPs in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 13%.
- The percentage of non-EL students in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 14%.
- The percentage of non-EL or monitored students in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 14%.
- The percentage of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in editing and mechanics in 2023-2024 was 11%.



# Schedule

## Monday, December 2, 2024

Time	Event	Where	Who
3:00 p.m. – 4:50 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m. – 6:00 p.m.	Principal Presentation	School	Principal/Diagnostic Review Team Members
6:15 p.m. – 7:30p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 3, 2024

Time	Event	Where	Who
7:50 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m. – 5:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
5:00 p.m. – 5:15 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:15 p.m. – 7:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, December 4, 2024

Time	Event	Where	Who
9:00 a.m.	Team arrives at institution(s)	School Office	Diagnostic Review Team Members
9:40 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 4:15 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
4:15 p.m. – 8:00 p.m.	Team Work Session #4	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 5, 2024

Time	Event	Where	Who
9:00 a.m. – 4:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

