



# Cognia Diagnostic Review Report

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Results for:  
King Elementary

Dec. 2-5, 2024

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# Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	36
Noncertified Staff	9
Students	106
Parents	6
<b>Total</b>	<b>172</b>

## 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 Diagnostic Review Team identified several strengths at King Elementary in the principal's overview presentation, stakeholder perception data and observations. The school's climate and culture emerged as a strength. For example, when asked, "Which four words best describe, in general, your institution's culture (24)", 76% of educators chose "welcoming", 72% selected "safe", 68% selected "respectful" and 60% chose "warm" and "inspiring." Evidence indicated educators can give one another shoutouts via a Google form to celebrate their hard work. Family survey results showed that 98% agreed/absolutely agreed that adults "make us feel welcomed (1)", and 98% agreed/absolutely agreed that adults "treat us with respect (2)." Interview data revealed staff members care about students and their families. Staff reported they stayed at the school because of the students. Interview data also revealed that teachers feel supported by their leadership team. Multiple teachers shared that they love the direction the school is heading and the improvements being made.

In the overview presentation, the principal shared data from the Upbeat Staff Survey that showed a significant improvement in belonging and well-being. The staff attended Top Golf together for a team-building opportunity, which could have contributed positively to the increase in belonging and well-being. The Upbeat Staff Survey also showed an increase in satisfaction and purpose. The principal's presentation indicated that the percentage of teacher attendance increased from 64.1% in the first quarter of 2023-2024 to 96.9% in the first quarter of 2024-2025, which is a component of improving the climate and culture of the school. Based on the newsletter samples provided, multiple non-academic opportunities for students contribute to the school's climate and culture, such as Global Game Changers, cheerleading, basketball, dance, step teams and Ladies of Leadership and Men of Quality groups.

The principal overview presentation and interview data revealed a strength in implementing the positive behavioral interventions and supports (PBIS) program. The principal spoke about a school-wide positive rewards system and King-A-Zon (i.e., a computer program where students order incentives and have them delivered to their classrooms). Observational data showed teachers referencing PBIS points in the classroom, providing evidence of implementation. The team noted rewards for PBIS points, including a silent dance party, a Nutcracker hip-hop dance party and being the first to play on the brand-new playground equipment. The team also observed the principal spinning a wheel during a morning show to reward students in specific grade levels for quietly entering the cafeteria. Stakeholder interviews revealed that teachers are excited about PBIS and believe in its improvements and success. The percentage of students with school-based office referrals decreased from 25% in the first quarter of 2023-2024 to 15.4% in the first quarter of 2024-2025. Also, when comparing the first quarter of 2023-2024 to 2024-2025, the percentage of students with bus referrals decreased from 4.1% to 2.5%, respectively. The team believes the decrease in referrals can be attributed to PBIS. Documents and artifacts submitted by the school show evidence of a PBIS Committee meeting and discussion of behavior data and Olweus data, a bullying prevention program.

The Diagnostic Review Team reviewed observational, stakeholder interview and survey data and found that King Elementary has made some progress in addressing the improvement priorities identified during its 2019-2020 Diagnostic Review. However, there are still areas that require continuous improvement. The principal presentation

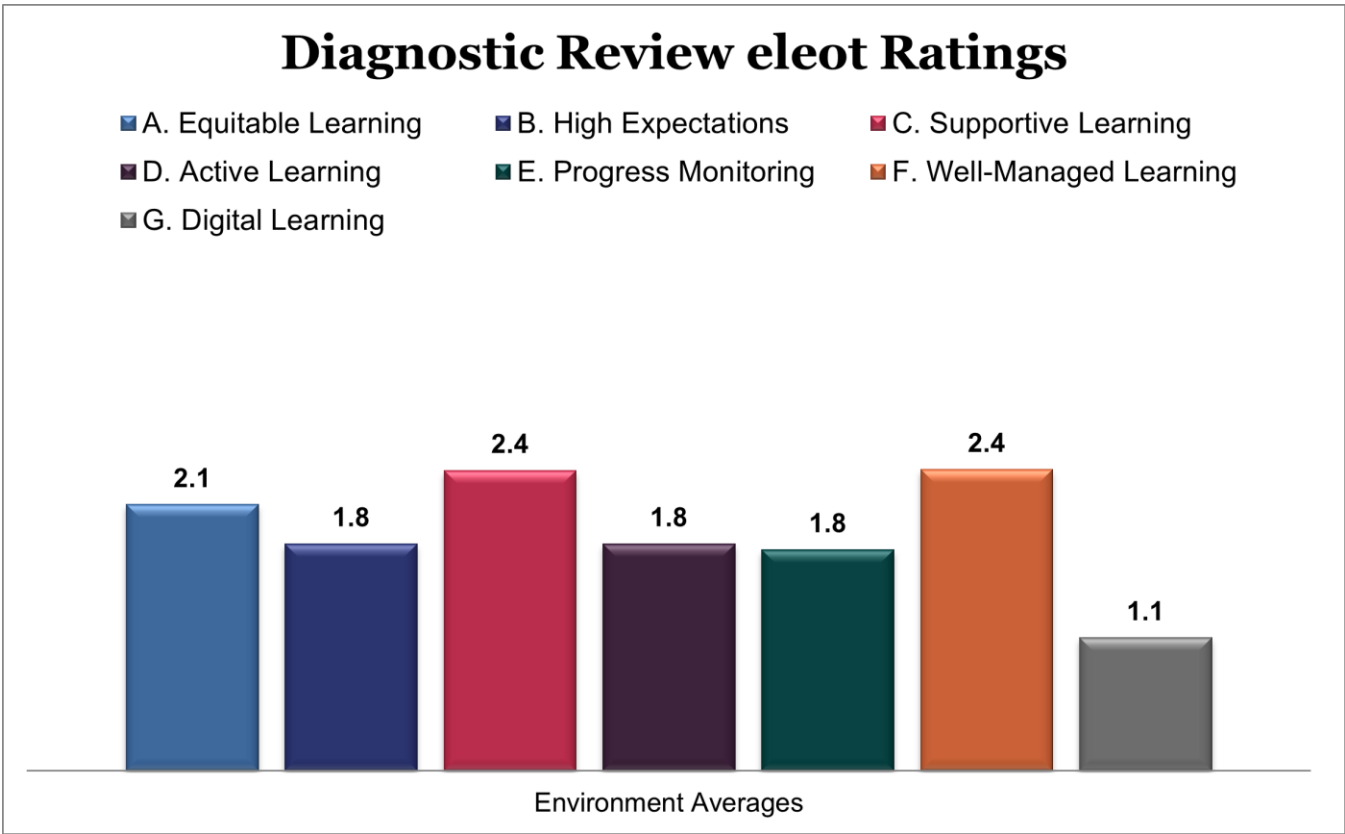


spoke to the weekly newsletter sent to staff with two-way communication and links to resources. The two-way communication system has been developed and implemented, but the team found little evidence to show it was being analyzed and monitored to support high academic achievement and behavioral expectations, as mentioned in Improvement Priority 1 within the 2019-2020 Diagnostic Review Report. The school has implemented a before-school program, secured a new mental health practitioner, partnered with the Boys and Girls Club and implemented the Leader in Me curriculum. The 2019-2020 Diagnostic Review's Improvement Priority 2 called for the effectiveness of each service and resource to be evaluated and monitored to ensure student needs are being met; however, the team found these practices are inconsistently implemented with fidelity, which is why this is an area of continuous improvement. The school has created a PBIS committee that discusses and analyzes behavioral data. Based on stakeholder interviews, significant improvements are being made and teachers like the PBIS system. Weekly professional learning community (PLC) meetings allow teachers to focus on reading and math achievement, and the PLC process has recently been revised. The school has also established a master schedule to maximize core instruction, which addresses Improvement Priority 3 in the previous Diagnostic Review; however, during observations, bell-to-bell instruction was rarely observed.

# 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 32 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	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	38%	53%	9%	0%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	9%	47%	38%	6%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	3%	22%	59%	16%
A4	1.5	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%	38%	6%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	25%	66%	6%	3%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	16%	59%	22%	3%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	63%	38%	0%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	31%	56%	13%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	22%	69%	9%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	6%	66%	16%	13%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	9%	47%	34%	9%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	3%	75%	16%	6%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	3%	47%	41%	9%
<b>Overall rating on a 4-point scale:</b>			<b>2.4</b>			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	34%	53%	6%	6%
D2	1.8	Learners make connections from content to real-life experiences.	44%	34%	19%	3%
D3	2.3	Learners are actively engaged in the learning activities.	0%	78%	19%	3%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	72%	25%	0%	3%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	50%	47%	0%	3%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	28%	56%	13%	3%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	13%	59%	25%	3%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	63%	34%	3%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</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.	0%	41%	50%	9%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	63%	28%	9%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	22%	34%	41%	3%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	6%	69%	22%	3%
<b>Overall rating on a 4-point scale:</b>			<b>2.4</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	91%	6%	0%	3%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	97%	3%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.1</b>				

## eleot Narrative

The Diagnostic Review Team conducted 32 observations in core content classrooms in grades K-5 using the eleot tool and many informal observations in common areas throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and classroom learning environments. The team observed some emerging improvements in teacher and student interactions. In the 2019-2020 Diagnostic Review, it was evident/very evident in 50% of classrooms that "learners speak and interact respectfully with the teacher(s) and each other (F1)", which increased to 59% based on the team's observations. Another area of improvement is that it was evident/very evident in 50% of classrooms that "learners demonstrate a congenial and supportive relationship with their teacher (C4)", which is an increase from 25% in the previous Diagnostic Review. Teachers reported they love their students and work to build relationships with them. The team also observed some teachers greeting students with smiles, high-fives and hugs upon their arrival at school. While teacher and student interactions continue to improve, the team observed a great deal of off-task behavior from students, which likely contributed to classroom management issues. For example, it was evident/very evident in 37% of classrooms that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." Classroom observational data revealed teachers had difficulty getting students to adhere to the mission and vision of the school even though the students were reminded daily through morning announcements of the respect, ownership, attitude, responsibility and safety (ROARS) expectations. The team also observed instances of students and staff raising their voices at each other in the classroom, disrupting the lesson flow. Observational data revealed that it was evident/very evident in 44% of classrooms that "learners transition smoothly and efficiently from one activity to another (F3)." It was also evident/very evident in 25% of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)." The team observed a loss of instructional time due to unclear procedures when students were transitioning into small groups. The lack of structured transitions in the classroom and the large number of behavioral disruptions frequently hindered teachers' ability to maximize instructional time and promote student engagement.

The Supportive Learning Environment and Well-Managed Learning Environment received the highest overall ratings of 2.4 on a 4-point scale. It was evident/very evident in 50% of classrooms that "learners demonstrate a congenial and supportive relationship with their teacher (C4)." The team observed some classrooms with clear expectations for behaviors and directions for answering questions and students successfully interacting with their

peers. Most students were able to respond immediately when directives were given, while others responded once PBIS points were initiated. It was evident/very evident in 43% of classrooms that "learners take risks in learning (without fear of negative feedback) (C2)." The team observed students who volunteered to answer questions in front of their peers and work through problems on an interactive whiteboard in front of the class. All students who were called on attempted to answer the question. It was evident/very evident in 59% of classrooms that "learners speak and interact respectfully with teacher(s) and each other (F1)." Despite some students demonstrating off-task behavior and disruptions, most teachers were observed remaining calm in their interactions when de-escalating, which speaks to the relationship and care the teachers have for students.

The High Expectations Learning Environment scored the lowest overall rating of 1.8 and was an area of concern for the team. Observational data revealed it was evident/very evident in 9% of classrooms that "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." The team observed that many students were unable to articulate their understanding of the work they were completing or how it related to the learning target for the day. Observational data revealed that in 0% of classrooms, it was evident/very evident that "learners demonstrate and/or are able to describe high quality work (B3)." The team observed independent work during small-group instruction that did not include rigorous or challenging tasks, as evidenced in 13% of classrooms where it was evident/very evident that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." In the classrooms where small-group instruction was occurring, the tasks students were assigned did not require higher-order thinking. Students were observed completing computer-based tasks that were skill-based and not aligned with the learning targets. It was also evident/very evident in 25% of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)." For students to attain growth and proficiency, the team suggests the school establish high expectations for learning and provide opportunities to think critically and respond to higher-order thinking questions.

The team identified student engagement as an area of concern. It was evident/very evident in 22% of classrooms that "learners are actively engaged in the learning activities (D3)." While some students were compliant, the team observed many students without notes during the teacher's presentation. Also, observational data showed a lack of collaboration among peers. For example, it was evident/very evident in 3% of classrooms that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Also, it was evident/very evident in 22% of classrooms that "learners make connections from content to real-life experiences (D2)." Strategies, such as relating lessons to students' own personal experiences and interests, can increase student motivation and improve student engagement.

The team identified that progress monitoring and providing students with feedback are areas for growth. It was evident/very evident in 16% of classrooms that "learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." It is important for students to receive feedback for them to grow and guide their future learning. It was evident/very evident in 3% of classrooms that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." The team observed little evidence that student progress was being monitored or that tracking of the effectiveness of small group instruction was occurring. It was evident/very evident in 28% of classrooms that "learners demonstrate and/or verbalize understanding of the lesson/content (E3)." Teachers were observed reviewing learning targets with students before the start of the lesson; however, most students were unable to articulate how the work they were doing related to the learning target. The school provided examples of LION Learning Logs, where students record their understanding of the learning targets at the beginning and end of each unit and reflect on the overall learning, but the team found little evidence that these logs were used. It was evident/very evident in 3% of classrooms that "learners understand and/or are able to explain how their work is assessed (E4)."

# 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, implement and monitor schoolwide expectations for Tier 1 instruction in core content areas, including grade-level standards alignment and best practices to maximize student outcomes.

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

### Findings:

A review of student performance data suggests that student proficiency could be increased through Tier 1 instruction based on high expectations and learner-centered practices. Data from the Measures of Academic Progress (MAP) assessment revealed the need for improvement in Tier 1 instruction. The MAP data showed that in September of 2023, 24.3% of 1st-grade students met the adaptive oral reading benchmark, which decreased to 14.7% in September of 2024. MAP data also showed that in September of 2023, 15% of 2nd-grade students met the achievement benchmark in reading, which decreased to 12.7% in September of 2024. Eight percent (8%) of 4th-grade students met the achievement benchmark in math in September 2023 while 0% met the benchmark during that same time in 2024.

The Diagnostic Review Team identified Tier 1 instruction in core content areas as a focus for improvement. Classroom observational data revealed that it was evident/very evident in 9% of classrooms that "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." Observational data also revealed that it was evident/very evident in 0% of classrooms that "learners demonstrate and/or are able to describe high quality work (B3)." These data speak to the need to develop clear Tier 1 instructional expectations that will be consistently implemented and monitored. Observational data showed that in 13% 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)." It is important that the understanding and implementation of rigorous instruction be part of the instructional expectations that are developed. Observational data revealed in 22% of classrooms that "learners are actively engaged in the learning activities (D3)." The team observed some classrooms where students were compliant, but it was evident that few viewed the tasks as meaningful or valuable enough to keep them engaged.

Student survey data showed that when students were asked to describe "what learning looks like most of the time in their classes (21)", 64% selected "listen to teachers talk", 57% chose "complete worksheets", 49% selected "do the same work as everyone else" and 43% picked "take notes." The team suggests that the school develop common expectations for Tier 1 instruction, including best practices to promote strong student engagement and change students' perceptions of their learning process.

Illustrative Math (IM) walkthrough data from October of 2024 indicated that learning targets were posted and referenced throughout the lesson in 25% of classrooms and students used reference sheets and visual aids in 12% of classrooms. In the overview presentation, the principal reported that Visible Learning was an initiative for the school to promote effective teaching and maximize learning, including developing and communicating learning targets. Documents and artifacts submitted by the school included examples of LION Learning Logs where students record their understanding of the learning targets, but the team was provided little evidence of the logs being used in the classroom during observations.



Stakeholder interviews revealed that teachers use the district-provided curriculum, which is EL Education for reading (i.e., based on the Science of Reading) and Illustrative Math (IM) for math. Interview data indicated that teachers need more support to improve instructional delivery because many are new to the school, and some are part of the alternative pathway to certification. Additionally, interview data showed the assessments in the curriculum may not align directly with Kentucky Academic Standards (KAS). Building a culture of learning that includes high expectations and student-centered instruction helps increase student growth and achievement.

**Potential Leader Actions:**

- Collaborate to develop clear instructional expectations and ensure they are consistently implemented and monitored in grades K-5.
- Effectively use High-Quality Instructional Resources (HQIRs) and provide support and structure to teachers for collaborative planning that addresses KAS alignment and internalization of daily lessons and units.
- Design and align a walkthrough tool with the agreed-upon clear expectations.
- Communicate and engage staff in understanding and unpacking the instructional expectations, provide follow-up and check for understanding.
- Refine the coaching process to include actionable feedback, modeling and follow-up on those instructional expectations.
- Unite all team members to maximize the impact of everyone working with an instructional focus.



## Improvement Priority 2

Ensure that teachers consistently monitor classroom data to differentiate small-group instruction based on the individual needs of students to improve academic achievement.

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

### Findings:

As previously mentioned, student performance data from the MAP assessment in grades 1-5 show a need for improvement. MAP data showed that the percentage of 3rd-grade students who met their growth benchmark in reading decreased from 64.1% in 2023-2024 to 61.4% in 2024-2025. This student performance data indicates a need for monitoring classroom data and differentiating instruction in small groups to improve student achievement.

The team observed that small-group instruction frequently involved all groups working on the same activity. In addition, the team seldom observed instruction that was modified or differentiated to meet the individual needs of students. Survey data indicated that 67% of students agreed/absolutely agreed that "in the last 30 days, I had lessons that were changed to meet my needs (13)." This finding was further confirmed during classroom observations where it was evident/very evident in 9% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Also, observational data showed it was evident/very evident in 28% of classrooms that "learners demonstrate and/or verbalize understanding of the lesson/content (E3)", suggesting a need for classroom data to be analyzed and findings used to differentiate instruction based on individual student needs.

While small-group instruction is a school focus, the team noted a lack of this practice. For example, observational data showed that in 3% of classrooms it was evident/very evident that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." This lack of collaboration extended to students working with their peers or others via online platforms. For instance, it was evident/very evident in 0% of classrooms that "learners use digital tools/technology to communicate and work collaboratively for learning (G3)."

Interview data further indicated that small group instruction inconsistently occurs, and survey data showed that 68% of educators agreed/absolutely agreed that they "provide an instructional environment where all learners thrive (9)." Except for kindergarten, all small-group work observed involved the University of Florida Institute (UFLI) Foundations; however, the team identified little evidence that showed tracking of the effectiveness of the small-group instruction. The Diagnostic Review Team suggests that teachers participate in professional development for designing and implementing small group instruction, including differentiation.

Additionally, educator survey results show that 76% agreed/absolutely agreed that they "deliver instruction that considers learners' needs, interests, and potential (8)." Student survey results revealed that 67% agreed/absolutely agreed that in the past 30 days "lessons were changed to meet my needs (13)."

Collectively, these findings indicate a need to ensure that student data are consistently and frequently analyzed, and the results are used to meet the needs of every student, including designing and modifying instruction and student learning tasks.

### Potential Leader Actions:

- Develop teacher data literacy through intentional professional learning around data types and purposes.
- Use internal and external partners to demonstrate and provide clear indicators of small-group differentiated instruction.
- Plan differentiated instruction for small groups based on analysis of data and progress monitor to determine effectiveness.



## Your Next Steps

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

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

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



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

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

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

King Elementary underwent its first diagnostic review in 2019-2020. This additional review considers the specific actions taken by the school since its prior review. Since that time, the school's leadership has changed with the current principal beginning in February 2023. Since 2019, there have been two principals prior to the current principal, other administrative turnover and a significant percentage of teacher turnover.

The 2019-2020 Diagnostic review yielded three improvement priorities. Improvement Priority 1 instructed the school to develop, implement, analyze and monitor a consistent two-way communication system, which regularly engages multiple internal and external stakeholder groups and results in measurable and active engagement to support high achievement and behavioral expectations aligned with the school's mission and vision during the continuous improvement process. Leadership communicates with staff frequently through comprehensive weekly newsletters that include reminders of behavioral expectations, links to resources, schedules, a link where teachers can communicate with administrators about any "glows or grows" and morning announcements. They also meet with their turnaround team consistently. However, the communication system has not been analyzed and monitored to ensure two-way communication occurs and results in supporting high achievement.

Improvement Priority 2 directed the school to develop and coordinate a schoolwide process to use all available services and resources, including support staff, community partners and volunteers who affect social, emotional, developmental and academic needs of students. Also, the school was directed to evaluate and monitor the effectiveness of each service and resource to ensure the specialized needs of each student are being met. Leadership has ensured that all available funds and resources are utilized. The school also implemented a lead teacher program in which every grade level has an extra certified teacher. However, the lead teacher program along with other services and resources do not have a system to evaluate and monitor the effectiveness to ensure student needs are met resulting in higher student achievement.

The third improvement priority advised the school to refine, implement and monitor the process for analyzing student learning and behavioral data to determine students' progress toward meeting expectations. It also indicated that they maximize core instruction by instituting bell-to-bell instructional practices to include differentiated learning experiences for students to meet academic and behavioral goals. Most recently, the school has implemented a revised PLC process that allows teachers to focus on reading and math achievement. Teachers bring classroom assessment data of their choice to analyze. Discussions have resulted in supporting





teachers with micro professional learning sessions around high-yield instructional strategies. The second part of the improvement priority focuses on maximizing core instruction. While a master schedule has been created to maximize instructional minutes, not all teachers are consistent in following it.

The school has received a total of \$430,028 over the past four years in school improvement funds. The funds have primarily been spent on salaries for instructors to support PBIS implementation, curriculum materials, extended time stipends for the leadership team, education consultants from Solution Tree, EL Education and UFLI Phonics for teacher professional learning, professional books to support that learning and a PBIS Rewards subscription. Leadership has ensured all available funds have been utilized. The PBIS Rewards subscription has been purchased the last two years but has been used inconsistently.

Artifacts demonstrate communication of the improvement priorities and specific actions that show progress towards those priorities. The turnaround team meets routinely with a varied focus. There are several weekly meetings with stakeholders, including meetings with the turnaround team; however, there is a lack of evidence to support that all of those meetings are focused on the improvement process. While turnaround work is shared through newsletters, evidence indicated that there was limited two-way communication, and not all staff are involved in regular discussion. Evidence indicates that teachers had limited involvement in the needs assessment or development of the comprehensive school improvement plan.

The school has initiated multiple ways to communicate with students, staff and parents through digital newsletters with videos and links, texts and emails. Even though communication is frequent, there is still limited two-way communication from the leadership team to all staff. There have been improvements made to behavior procedures; however, artifacts revealed there is an increase in suspensions and students are getting bullied and bullying others at a significantly higher rate than the national rate. Even though the school has implemented a PBIS system and the King-A-Zon store, there is a lack of consistency with how staff members use the rewards system. The culture and behavior have significantly improved at the school, but these systems need continued refinement to ensure success and sustainability. The budget has been distributed to focus on placing more staff in classrooms. The school implemented a new lead teacher initiative last year that places an extra teacher at each grade level. This program was intended to provide daily support, modeling, coaching and feedback to teachers, as well as allow room for lead teachers to work with small groups of students to provide interventions to meet student needs. The lead teacher is also intended to ensure continuity of instruction when teacher absences occur, as they would step in as a substitute for their team teachers when needed. However, the lead teacher program looks different at various grade levels, so the amount and quality of support that less experienced teachers are receiving is inconsistent. Also, there is not an identified way to monitor and measure the success of the program and impact on teacher quality and student achievement.

Leadership has received regular support from the district including mentoring from a retired principal to help in her transition to principal for the first couple months, regular coaching conversations with her executive administrator, additional support from the Accelerated Improvement Schools department, and Educational Recovery staff from the Kentucky Department of Education assigned to the school to support turnaround efforts. The district has recently provided a comprehensive coordinator for Early Intervening Services who manages a team that gives individual student and teacher support, consults on systems to identify gaps and sits in on multi-tiered system of supports and PBIS meetings to be a part of the data analysis discussions. A key step in moving forward is to utilize both district and state support to ensure an intentional instructional focus.

# 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.

The principal at King Elementary has been the leader since February 2023. The school was first designated as a CSI school in 2019 and has remained performing in the bottom 5% of all elementary schools in Kentucky. In October 2024, the school was designated for MRI, meaning it had not exited CSI status after three years. Upon arrival in 2023, the principal has committed to creating an environment where students, staff and families feel welcomed, supported and heard. The principal has implemented a PBIS process to impact the climate and culture through student behavior and designed a Lead Teacher model to support teacher instruction and provide small group student support.

While the initial focus for the principal was improving climate and culture via improved student behavior, the principal has shifted to increasing teacher efficacy by initiating a coaching and feedback process. Coaching is executed by the principal, assistant principals and the academic instructional coach based on teacher needs and walkthrough data. Evidence and interviews reveal that while coaching has started, there is not a fully formed system that includes a continuous improvement process to routinely observe, provide actionable feedback and coach through modeling and collaborative planning, followed by additional observations to progress monitor the effectiveness of the coaching cycle. Classroom data supports the need for improved Tier 1 instruction and internalization of the adopted HQIRs. Developing, implementing and monitoring a defined coaching system can support the growth of teacher efficacy and increase leadership capacity for instruction which in turn impacts student performance.

The principal has an established administrative team, turnaround team and some committees for specific purposes. There are several initiatives the principal has in place that require leadership to implement and monitor for effectiveness. Moving towards a shared or distributive leadership model where a variety of staff take



ownership of the initiatives will maximize the talent of others while building their leadership capacity and will allow the principal to focus on growing as an instructional leader. For teams and committees to take the lead in this work, the principal, in conjunction with other collaborative professionals, should use a strategic thinking process that guides each team and committee. Each team should create a vision and develop a system that includes roles and responsibilities, a variety of communication methods, opportunities for stakeholder engagement and feedback and a progress monitoring tool to measure the effectiveness of the initiative and lead to identifying actionable next steps. While the principal provides newsletters as a means to communicate with stakeholders, interviews revealed there are inconsistencies in the level and intensity of the communication about the ongoing initiatives. Leveraging these teams and committees should regulate and streamline communication.

The principal demonstrates great pride in King Elementary and works to promote the King community. In turn, students, teachers and staff support the leadership and are invested in the improvement of King 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>David Copeland Jr.</b>	David Copeland Jr. has been in education for 17 years. He began his career teaching 4th-grade math and science and was chairperson of the school's improvement council and faculty advisory committee. After teaching, he became an assistant principal. David has received an endorsement for completing the South Carolina Department of Education's (SDE) Transformational Leadership Academy (SCTLA). He has led Cognia Diagnostic Reviews and currently serves as an elementary principal in South Carolina.
<b>Clint Graham</b>	Clint Graham serves as an Educational Recovery Leader (ERL) with the Kentucky Department of Education (KDE). Clint has been an educator for 16 years. He has served mostly in high school leadership roles. He is also a former assistant high school principal for three years and a high school principal for five years.
<b>Jennifer Donnelly</b>	Jennifer Donnelly has 23 years of educational experience. She is a Continuous Improvement Coach for the Kentucky Department of Education (KDE). Jennifer earned her National Board Certification as a middle school math teacher and has previously served as a district curriculum and instructional coach.
<b>Naomi Carroll</b>	Naomi Carroll has over 29 years of experience in education and is currently working in Fayette County as a multi-tiered system of support specialist for elementary and middle schools. Naomi has worked for the Kentucky Department of Education (KDE) as an Educational Recovery Specialist (ERS) and has served as an administrative dean, instructional coach, media specialist and classroom teacher.
<b>Charlotte L. Jones</b>	Charlotte L. Jones has over 27 years of experience in education and has been with the Kentucky Department of Education (KDE) as an Educational Recovery Leader (ERL) for 11 years, where she supports comprehensive support and improvement (CSI) schools. She taught high school social studies at Gallatin County High School and Montgomery County High School, served as gifted/talented coordinator, building assessment coordinator, chair of several committees and vice chair of the school-based decision-making (SBDM) council. She is also a certified facilitator for the National Institute for School Leadership (NISL), School Improvement Planning for Performance Excellence (SIPPE) and Continuous Improvement (CCI). While working for the KDE, she has had the opportunity to present at national and state conferences on the efforts and successes of continuous improvement strategies.

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

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

## Key Characteristic 2: Leadership for Learning

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

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

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



## Key Characteristic 3: Engagement of Learning

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

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

## Key Characteristic 4: Growth in Learning

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

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

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

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

# Student Performance Data

School Name: King 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	3	46	*	47
	4	4	48	*	50
	5	*	48	*	46
Math	3	3	43	*	43
	4	*	42	*	43
	5	*	41	*	41
Science	4	*	35	*	34
Social Studies	5	*	42	*	39
Editing and Mechanics	5	*	47	*	47
On Demand Writing	5	*	39	*	39

\*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.

## Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	23	26	32	29
Percent Score of 60-80	41	35	40	35
Percent Score of 100	27	24	24	23
Percent Score of 140	9	14	4	13

#### Plus

- The percentage of English learners (ELs) scoring 60-80 points for progress on the 2023-2024 Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs (ACCESS) assessment was 40%, while the state average was 35%.
- The percentage of ELs scoring 100 points for progress on the 2023-2024 ACCESS assessment was 24%, while the state average was 23%.

#### Delta

- The percentage of ELs scoring zero points for progress on the 2023-2024 ACCESS assessment was 32%, while the state average was 29%.
- The percentage of ELs scoring 140 points for progress on the 2023-2024 ACCESS assessment was 4%, while the state average was 13%.
- The percentage of students scoring zero points for progress on the ACCESS assessment increased from 23% in 2022-2023 to 32% in 2023-2024.
- The percentage of students scoring 60-80 points for progress on the ACCESS assessment decreased from 41% in 2022-2023 to 40% in 2023-2024.
- The percentage of students scoring 100 points for progress on the ACCESS assessment decreased from 27% in 2022-2023 to 24% in 2023-2024.
- The percentage of students scoring 140 points for progress on the ACCESS assessment decreased from 9% in 2022-2023 to 4% 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	3	*	3	*
Female	*	*	*	*
Male	*	*	*	*
African American	*	*	*	*
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	*	*	*	*
Non-Economically Disadvantaged	*	N/A	*	N/A
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	3	*	3	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	3	*	3	*
Non-English Learner or Monitored	3	*	3	*
Foster Care	*	N/A	*	N/A
Gifted and Talented	N/A	N/A	N/A	N/A
Non-Gifted and Talented	3	*	3	*
Homeless	*	*	*	*
Migrant	3	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

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

#### Plus

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#### Delta

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### 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	4	*	*	*	*	*
Female	7	*	*	*	*	*
Male	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	N/A	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	N/A	*	N/A	*	N/A
Students Without IEP	*	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	4	*	*	*	*	*
Non-English Learner or Monitored	4	*	*	*	*	*
Foster Care	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	4	*	*	*	*	*
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

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#### Delta

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### 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	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner or Monitored	*	*	*	*	*	*	*	*	*	*
Foster Care	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	*	*	N/A	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	*	*	*	*	*	*	*	*	*	*
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

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Delta

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# Schedule

## Monday, December 2, 2024

Time	Event	Where	Who
5:30 p.m. – 6:30 p.m.	Principal Presentation	School	Diagnostic Review Team Members
6:30 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 3, 2024

Time	Event	Where	Who
8:00 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:15 a.m. – 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
5:00 p.m. – 5:30 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:30 p.m. – 8:00 p.m.	Team Work Session #2	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	Diagnostic Review Team Members
9:00 a.m. – 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 5, 2024

Time	Event	Where	Who
8:15 a.m. – 12:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

