

Cognia Diagnostic Review Report

**Results for:
Wilkerson Elementary School**

January 17-20, 2023

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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
Kentucky Department of Education Staff	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Staff	28
Noncertified Staff	4
Students	20
Parents	5
Total	69

Performance Standards Evaluation

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

The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located 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 "new" Wilkerson Elementary School was created from the merger of two former district elementary schools (i.e., Wilkerson Elementary and Watson Lane Elementary). The majority of staff members transitioned to the new Wilkerson Elementary School from the two merging schools with the exception of the principal, assistant principal, counselor, and mental health practitioner. The school year began with students reporting to the old Watson Lane campus for approximately one month before moving to the brand new Wilkerson Elementary School facility in September 2022. While the staff and students at Wilkerson Elementary School did not experience a traditional start to the 2022-23 school year, the Diagnostic Review Team observed many positive things happening at the school.

During interviews, parents and students indicated they viewed the school as a welcoming and inviting learning environment. This was confirmed during informal and formal classroom observations. When parents were asked which words they would use to describe the school, the following were used: "family-oriented", "safe", "diverse", and "technologically advanced." Parents reported that teachers communicated openly with families about their child/children's behavior and academic progress through Class DoJo, weekly and/or monthly newsletters, and progress reports.

Students shared that they felt safe at Wilkerson Elementary School. This was confirmed through formal and informal classroom observational data. Students also said teachers modeled lessons, retaught, showed various math strategies, posted anchor charts, and worked with small groups to help them learn. Furthermore, survey data revealed that most families felt adults cared for and respected the students and parents. Survey data also indicated that teachers used many types of information to help children learn. Interview and classroom observational data revealed that staff members were supportive of the well-being of students. The Diagnostic Review Team observed that students and teachers maintained mutually respectful classroom interactions. Additionally, teachers shared during interviews that the Character Strong lessons for social-emotional learning had a direct, positive impact on their students.

The school administration modified the master schedule after the start of the school year to provide teachers time to have a second professional learning community (PLC) meeting weekly to discuss mathematics data and align instruction because student performance data was a concern in this area. Additionally, after the school year began, the mathematics interventionist was moved to a mathematics coach position and the academic instructional coach (AIC) was asked to focus on assisting teachers with language arts instruction. These changes began to provide the additional support needed by teachers to implement the instructional framework both in language arts and mathematics as student performance data had been declining over several years.

The Diagnostic Review Team observed some PLC meetings and confirmed through teacher interviews that both coaches had started conducting walkthrough observations. Additionally, a review of documents and artifacts confirmed that two grade-level teams had piloted a data analysis protocol during their PLC meetings. While these components of continuous improvement have been put in place, the team found no evidence of a formalized, well-communicated, data-driven continuous improvement process. Interview and survey data and a review of



documents and artifacts indicated that teachers and leaders inconsistently engaged in continuous improvement and decision-making processes for building instructional and organizational capacity. No ongoing and effective use of data to drive teacher and leader decision-making was evident in practices or processes. Additionally, the school inconsistently implemented an ongoing process to nurture instructional improvement. While staff members had begun identifying non-negotiables for teaching and learning, the school had not successfully developed a process that clearly defined and communicated high expectations and the appropriate level of rigor to improve instructional strategies and student's technology use.

Data from classroom observations, stakeholder interviews, and surveys and a review of documents suggested the school had not successfully established effective, results-driven continuous improvement planning processes. The team found that school leadership had not fully established a data-driven system for curriculum development, assessment alignment, and instructional design and delivery that ensured teacher effectiveness and student growth. Additionally, classroom observational data further revealed that little instructional or curricular differentiation occurred in classrooms. The team found no formalized process to adjust curriculum and instruction based on student performance.

Wilkerson Elementary School was in the early stages of developing and implementing a process that clearly defined high expectations and the appropriate level of rigor that could positively impact student achievement. In addition, the school did not use data to routinely evaluate the effectiveness of instruction, monitor the impact of specific strategies, or determine the attainment of improvement goals. The team suggests the school establish and commit to a clear set of performance benchmarks and measures to monitor and determine its ability to meet improvement goals.

Curriculum, instruction, and assessment practices are critical areas to address. Classroom observations revealed a lack of consistency in implementing evidence-based, rigorous instruction. Furthermore, students engaging in high-quality work and teachers providing meaningful feedback were seldom observed. The team suggests that the school find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use, differentiated instruction, lesson plan development, and student learning tasks.

To continue growth toward proficiency and provide opportunities to facilitate school improvement, staff members need coaching and mentoring to maximize the implementation of high-yield instructional strategies. Classroom teachers need additional support to effectively differentiate instruction and promote student understanding of high-quality work. The school administration and staff are encouraged to embrace and consistently implement systematic processes to ensure the efficacy of implementing initiatives; monitoring instruction; coaching; mentoring; supporting all staff; and providing and participating in opportunities to share and build on the strengths of the entire staff.

Potential Leader Actions:

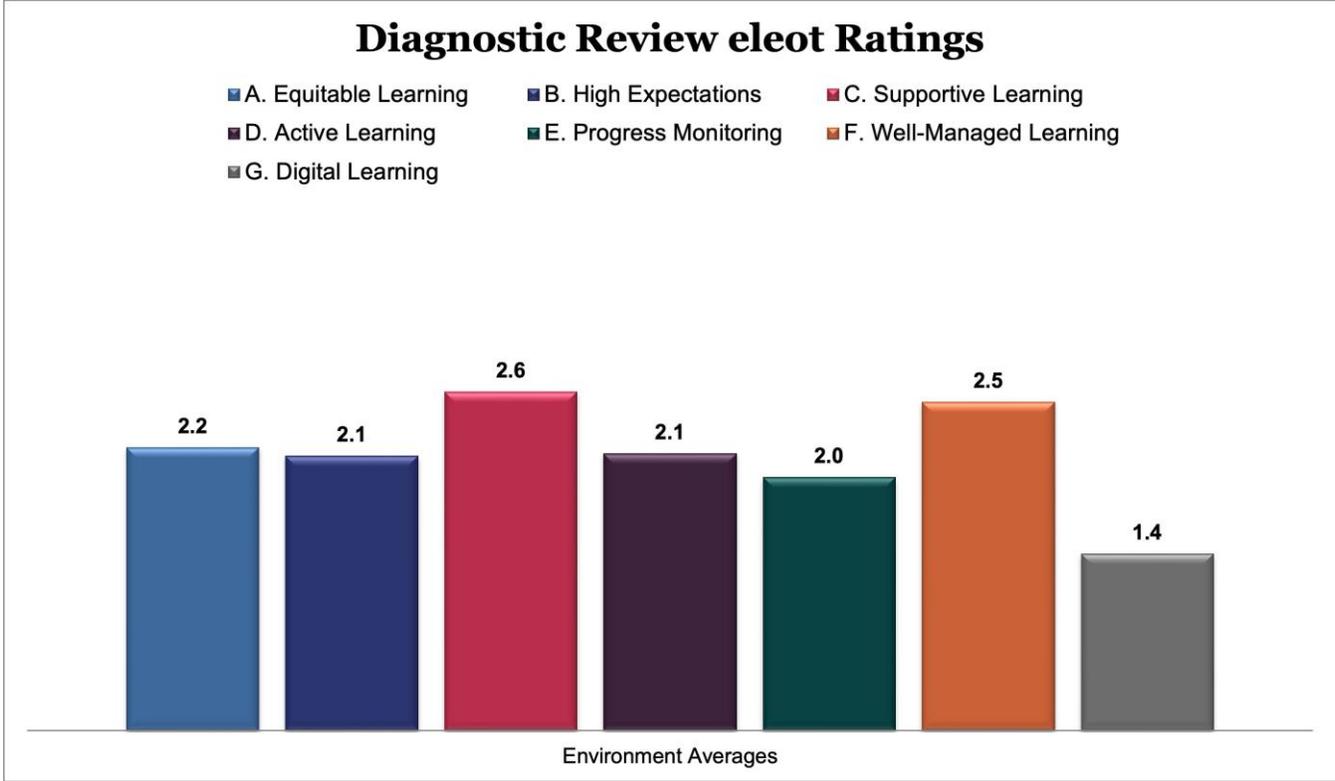
- Identify and adopt a school-wide PLC protocol and consistently monitor the fidelity of its implementation.
- Establish and continue to communicate expectations and non-negotiables clearly and consistently to staff regarding continuous improvement and teaching and learning. Hold everyone accountable for meeting expectations and implementing with fidelity the non-negotiables.
- Provide support for teachers to meet newly-established expectations for school processes.
- Monitor the implementation of school processes (inspect what you expect).



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 22 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	1.8	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	55%	14%	32%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	45%	45%	5%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	5%	18%	64%	14%
A4	1.6	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.	55%	32%	14%	0%
Overall rating on a 4-point scale:			2.2			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	9%	64%	27%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	14%	50%	36%	0%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	36%	55%	9%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	23%	59%	18%	0%
B5	2.5	Learners take responsibility for and are self-directed in their learning.	23%	14%	55%	9%
Overall rating on a 4-point scale:			2.1			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.5	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	9%	32%	55%	5%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	14%	41%	36%	9%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	14%	27%	45%	14%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	27%	55%	18%
Overall rating on a 4-point scale:			2.6			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	27%	32%	41%	0%
D2	2.1	Learners make connections from content to real-life experiences.	27%	36%	36%	0%
D3	2.4	Learners are actively engaged in the learning activities.	5%	55%	36%	5%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	36%	36%	27%	0%
Overall rating on a 4-point scale:			2.1			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	50%	32%	18%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	9%	50%	41%	0%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	14%	36%	50%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	64%	27%	9%	0%
Overall rating on a 4-point scale:			2.0			

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.	5%	27%	59%	9%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	9%	27%	50%	14%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	27%	27%	32%	14%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	9%	45%	41%	5%
Overall rating on a 4-point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	64%	5%	23%	9%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	95%	0%	5%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	0%	5%	5%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 22 eleot observations in core content classes and several informal observations in other non-core content classrooms and common areas. In most instances, the team observed students being treated in a fair, consistent, and clear manner by adults. For example, in 78 percent of classrooms, observers noted it was evident/very evident that students "are treated in a fair, clear, and consistent manner (A3)." Classroom observations also showed students treating teachers respectfully, generally obeying classroom rules, and following directions. For example, students who "speak and interact respectfully with teacher(s) and each other (F1)" were evident/very evident in 68 percent of classrooms. Additionally, instances where students demonstrated "a congenial and supportive relationship with their teacher (C4)" were evident/very evident in 73 percent of classrooms. Students who "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" were evident/very evident in 64 percent of classrooms. Collectively, these data demonstrate mutual respect between adults and students and provide a foundation for increasing effective instructional practices across the school. The team suggests that the institution leverage these positive behaviors to improve the school's academic culture.

The Diagnostic Review Team observed that instruction was primarily teacher-driven with few instances of differentiation. Also, the team identified that lesson content was not rigorous but usually taught at a lower depth of knowledge level. Further, few instances of students engaging in learning that required higher-order thinking were observed. In 18 percent of classrooms, for instance, it was evident/very evident that students engaged "in rigorous coursework, discussions, and/or tasks that require higher order thinking (B4)." Students engaging in "activities and learning that are challenging but attainable (B2)" were evident/very evident in 36 percent of classrooms. Students in most classrooms worked to complete the same assignment. The classroom observational data supported these findings, as it was evident/very evident in 32 percent of classrooms that students "engage in differentiated learning opportunities and/or activities that meet their needs (A1)." In the few classrooms where students rotated from one learning station to the next at a prescribed time, students all worked on the same tasks, illustrating a need to differentiate learning stations to meet students' needs.

Classroom observational data also revealed students had trouble articulating how their assignments were evaluated, as it was evident/very evident in nine percent of classrooms that students "understand and/or are able to explain how their work is assessed (E4)." Furthermore, instances where students "monitor their own learning



progress or have mechanisms whereby their learning progress is monitored (E1)" were evident/very evident in 18 percent of classrooms. The team concluded that students would benefit from clearly defined criteria for learning tasks.

Finally, the team observed few uses of technology by students, even though the school implemented a one-to-one initiative. Rather, most technology was used by teachers. The overall rating for the Digital Learning Environment was 1.4 on a four-point scale. Classroom observational data revealed that in 10 percent of classrooms, it was evident/very evident that students used "digital tools/technology to communicate and work collaboratively for learning (G3)." Additionally, instances where students used "digital tools/technology to conduct research, solve problems and/or create original works for learning (G2)" were evident/very evident in five percent of classrooms. Classroom observational data showed few students used technology effectively and consistently.

In conclusion, classroom observational data revealed students were rarely exposed to differentiated learning opportunities, high expectations, or rigorous coursework. Students had few differentiated learning tasks and ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. Classroom observational data also showed a lack of student understanding of how work was assessed. The use of higher-order questioning was an uncommon instructional practice. Additionally, observational data further revealed that students rarely worked collaboratively on projects. By examining classroom observational data for all items within the seven learning environments, leaders and staff at Wilkerson Elementary School can identify additional leverage points to help the school improve instructional capacity and increase student performance.

Potential Leader Actions:

- Ensure the school's walkthrough observation tool is research-based and focuses on implementing high-yield instructional strategies.
- Develop and implement a schoolwide professional development plan that addresses the findings gathered from informal observations.
- Ensure administrative staff collects and reviews teacher lesson plans weekly and provides explicit, targeted feedback with a particular focus on implementing high-yield instructional strategies and using common formative and summative assessments.

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

Fully implement, monitor, and communicate with fidelity all components of a data-driven continuous improvement process that provides clear direction for improving instruction and student learning.

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

Findings:

A review of several documents and artifacts (e.g., Wilkerson Elementary Comprehensive School Improvement Plan [CSIP], sample PLC meeting agenda, Advisory Leadership Team [ALT] sample meeting agenda and minutes) and stakeholder interview data revealed that implementation of a data-driven continuous improvement process was in the infancy stage. This lack of a data system concerned the Diagnostic Review Team since student performance data on the 2021-22 Kentucky Summative Assessment (KSA) revealed Wilkerson Elementary School students scored significantly lower than the state average in all content areas across all non-suppressed grade levels. Additionally, the principal shared during the overview presentation that comparison data from the fall to winter from the Measures of Academic Progress (MAP) assessments showed that the percentage of novice students in most grade levels increased.

Interviewed stakeholders shared that while two grade-level teams piloted a data review protocol, Wilkerson Elementary School had not adopted a school-wide protocol for PLCs. Many teachers reported a lack of consistency and explicit communication about expectations, procedures, and timelines. Interview data further revealed many staff members were concerned about the lack of visibility of the principal and assistant principal. Staff shared during interviews that while the mathematics coach and AIC attended PLC meetings and conducted walkthrough observations, the principal and assistant principal rarely participated in these activities. The lack of administrative walkthroughs concerned the Diagnostic Review Team since classroom observational data revealed that instruction was primarily teacher-driven and rarely included differentiation. For example, in 32 percent of classrooms, it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Students in most classrooms worked to complete the same assignment. Also, students infrequently collaborate with their peers. In 41 percent of classrooms, it was evident/very evident that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)."

Additionally, the Diagnostic Review Team examined survey perception data from various stakeholder groups. Sixty-two percent of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (5)", and 76 percent of families agreed/absolutely agreed with the statement, "The adults are committed to trying new things to improve the school (6)." All these data elements confirmed to the Diagnostic Review Team that while the school had some components of continuous improvement, it lacked a comprehensive, data-driven, explicitly communicated continuous improvement process.



Potential Leader Actions:

- Identify and adopt a school-wide PLC protocol and consistently monitor implementation fidelity.
- Ensure the principal and assistant principal regularly attend PLC meetings.
- Provide continuous professional development to all staff members on interpreting and using student performance data, adjusting instruction, and implementing interventions to address students' learning needs.
- Continue to clearly, explicitly, and consistently communicate expectations and non-negotiables to staff regarding continuous improvement. Hold everyone accountable for meeting expectations and implementing with fidelity the non-negotiables.
- The principal and assistant principal must ensure continuous improvement initiatives and turnaround processes are prioritized over everyday school operational tasks.



Improvement Priority 2

Continue implementing a schedule of walkthrough observations and ensuring the delivery of consistent and specific feedback to help teachers adjust instruction aligned to standards to deepen learners' understanding.

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

Findings:

A review of documents and artifacts, such as observation analysis, Standards Level Data Analysis Protocol, and the Kentucky Department of Education/Jefferson County Public Schools (KDE/JCPS) professional development plan, revealed the absence of a documented plan of action that ensures instruction is monitored and adjusted consistently to advance learners' knowledge and understanding.

During her presentation to the Diagnostic Review Team, the principal shared that walkthroughs had begun to take place more regularly and coaches had started to implement coaching cycles for the first time since the opening of school. Student performance data on the 2021-22 KSA revealed Wilkerson Elementary School students scored significantly lower than the state average in all content areas across all non-suppressed grade levels, which concerned the team. Additionally, comparison data of fall and winter MAP assessments revealed that most grade levels increased the percentage of students identified in the novice category.

Furthermore, classroom observational data revealed that instruction was primarily teacher-driven, with few instances of differentiation. Team members observed few instances where students engaged in activities/tasks that required higher-level thinking. In 18 percent of classrooms, it was evident/very evident that students engaged "in rigorous coursework, discussions, and/or tasks that require higher order thinking (B4)." Students engaging in "activities and learning that are challenging but attainable (B2)" were evident/very evident in 36 percent of classrooms. Students in most classrooms worked to complete the same assignment.

Staff shared during interviews that the mathematics coach and AIC attended PLC meetings and conducted walkthrough observations. However, the principal and assistant principal rarely participated in these activities. Stakeholder perception data showed that 64 percent of educators agreed/absolutely agreed that "at my institution, we deliver instructions that considers learners' needs, interests, and potential (8)" and 61 percent of students agreed/absolutely agreed that "In the past thirty days, I had lessons that were changed to meet my needs (13)."

Potential Leader Actions:

- Ensure the principal and assistant principal consistently conduct walkthrough observations and provide specific feedback to teachers.
- Identify and adopt a research-based walkthrough observational tool focusing on high-yield instructional strategies.
- Develop, implement, and monitor a monthly schedule of walkthrough observations that ensures every teacher at Wilkerson Elementary School is observed at least once every month.



Your Next Steps

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

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

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



Principal Capacity in Diagnostic Review

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

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

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

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

The principal of Wilkerson Elementary School has served in this position since June of 2022 after holding other leadership and instructional positions in the district, including assistant principal, district literacy coach, school-based coach, and classroom teacher.

Wilkerson Elementary School is a newly formed school as a result of the merging of Wilkerson and Watson Lane Elementary schools. Thus, the merging of the two schools has been a challenge for climate and culture efforts. In fact, the first day of school in the new school building was on September 12, 2022. The Diagnostic Review Team considered this context.

The principal has begun a process to develop a new vision and mission, which is in its infancy stage. The principal was able to articulate the process for arriving at a vision statement (i.e., "We are a community of lifelong learners where diversity is valued and all students belong") with stakeholder input. However, the mission statement and the non-negotiables for teaching and learning are in the preliminary stages of development. The school vision and mission should be the catalyst for all improvement. Effective, transparent, and consistent communication can be the driving force to ensure that all stakeholders are well-informed about the turnaround efforts. An effective process should embody two-way communication opportunities that will be used consistently to help prepare all stakeholders for improvement efforts while promoting ownership and accountability for all. Expectations for roles, responsibilities, and protocols should be monitored routinely for implementation and effectiveness to enhance individual and school accountability across the school environment, thus, creating the sense of urgency that places a direct meaning behind the newly formed logo, "W.E. are Wilkerson Elementary", while adhering to element (c) of the Professional Standards for Educational Leaders (PSEL) Standard 10.



Furthermore, it is suggested that targeted support aligned to needs should be provided to the school and the principal. As referenced in element (g) of PSEL Standard 10, it is imperative that the district, the administration at Wilkerson Elementary School, and any other identified external partners collaboratively and strategically adopt a systems approach to effectively create a path for continuous improvement that is focused on data collection and analysis of data and systems management. The support plan should focus on planning efforts, implementation, monitoring, and evaluation procedures. The principal must ensure continuous improvement initiatives are prioritized over daily school operational tasks to positively affect academic instruction and student achievement.

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
Milagros Fornell	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, associate superintendent/chief academic officer, and chief of staff. During her six years as chief academic officer, the district eliminated all F-rated high schools, student performance increased on both state and national measures, participation in and performance on Advanced Placement (AP) exams increased, graduation rates improved, and the district was awarded the Broad prize.
Anne Cochran	Anne Cochran has over 20 years of experience as a teacher and instructional leader. She currently serves as an Educational Recovery Specialist at The New Haven School in Nelson County. In her position, she coaches administrators, instructional coaches, and teachers to build and sustain systems to improve student learning outcomes. Anne also has leadership experience in Oldham County. She recently served as an instructional coach in Oldham County Schools, where she advised best practices in literacy instruction, developed and delivered professional learning, and developed and supported the curriculum frameworks for English/language arts and social studies curriculum for K-5. Anne has also had experience as an adjunct professor at Bellarmine University.
Kim Cornett	Kim Cornett currently serves as an Educational Recovery Leader for the Kentucky Department of Education. This position provides direct support to turnaround schools across the state. Kim has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She also holds certifications from The Institute for Performance Improvement. Kim has served on Diagnostic Review Teams and audit teams for the past 10 years as a team member, and as a lead and associate-lead evaluator. She has been an educator for more than 28 years, serving as a high school teacher, district liaison of academic performance, and district chief academic officer.
Janet Hagood	Janet Hagood currently serves as the director of federal programs with the Jefferson County School System in Alabama, where she oversees numerous federal and state grants. Her office works closely with Title I schools and assists with continuous improvement plans, budget oversight, accountability, and professional development. Janet began her career 33 years ago as an elementary teacher in a Title I school, where she realized her calling was to work with economically disadvantaged students. She is trained as a mentor teacher, resource teacher, district specialist, and administrator. Her extensive knowledge of federal education law has allowed her the opportunity to speak at district, state, and national conferences on the successful implementation of federal grants. Janet serves as past president of the Alabama Association of Federal Education Program Administrators.

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 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.	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
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.	2

Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	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.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

Student Performance Data

School Name: Wilkerson Elementary School

2021-22 Kentucky Summative Assessment (KSA) Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	25	45
	4	16	46
	5	26	45
Math	3	10	38
	4	*	39
	5	14	38
Science	4	*	29
Social Studies	5	19	37
Editing and Mechanics	5	30	47
On Demand Writing	5	15	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished was below the state average in all content areas in all grade levels.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	42	38
Percent Score of 60-80	29	28
Percent Score of 100	18	19
Percent Score of 140	2	9

Plus

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

Delta

- The percentage of students receiving zero points for progress was above the state average.
- The percentage of students receiving 140 points for progress was below the state average.



2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	25	10	N/A	N/A	N/A	N/A
Female	29	*	N/A	N/A	N/A	N/A
Male	21	21	N/A	N/A	N/A	N/A
African American	21	14	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	23	8	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	29	12	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	30	13	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	30	13	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	25	10	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- All students scored lower in mathematics than in reading, with 10 percent of students proficient/distinguished in math and 25 percent proficient/distinguished in reading.
- African American students scored lower in mathematics than in reading, with 14 percent of students scoring proficient/distinguished in math and 21 percent scoring proficient/distinguished in reading.
- Economically disadvantaged students scored lower in mathematics than in reading, with eight percent of students scoring proficient/distinguished in math and 23 percent scoring proficient/distinguished in reading.
- Students without an IEP (Individual Education Plan) scored lower in mathematics than in reading, with 12 percent of students scoring proficient/distinguished in math and 29 percent scoring proficient/distinguished in reading.
- Non-English Learner (EL) students scored lower in mathematics than in reading, with 13 percent of students proficient/distinguished in math and 30 percent proficient/distinguished in reading.
- Non-gifted and talented students scored lower in mathematics than in reading, with 10 percent of students scoring proficient/distinguished in math and 25 percent scoring proficient/distinguished in reading.



2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 4th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	16	*	*	N/A	N/A	N/A
Female	25	*	*	N/A	N/A	N/A
Male	8	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	29	*	*	N/A	N/A	N/A
Economically Disadvantaged	17	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	18	*	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	19	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	20	*	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	16	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- Eight percent of male students scored proficient/distinguished in reading, while 25 percent of female students scored proficient/distinguished in reading.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	26	14	N/A	19	30	15
Female	30	*	N/A	*	38	15
Male	21	21	N/A	21	21	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	13	N/A	*	33	13
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	43	*	N/A	23	43	*
Economically Disadvantaged	22	13	N/A	*	27	17
Non-Economically Disadvantaged	45	*	N/A	27	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	26	13	N/A	19	32	15
English Learner Including Monitored	*	13	N/A	*	29	*
English Learner	*	*	N/A	*	27	*
Non-English Learner	32	17	N/A	19	31	19
Non-English Learner or Monitored	32	*	N/A	18	30	20
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	21	*	N/A	19	24	13
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Both white and non-economically disadvantaged students scored higher in reading than all students.

Delta

- Economically disadvantaged students scored lower in mathematics than in reading, with 13 percent scoring proficient/distinguished in math and 22 percent scoring proficient/distinguished in reading.
- Seventeen percent of non-EL students scored proficient/distinguished in mathematics, compared to 32 percent of non-EL students who scored proficient/distinguished in reading.

Schedule

Tuesday, January 17, 2023

Time	Event	Where	Who
4:30 p.m. – 5:15 p.m.	Principal Presentation	School	Diagnostic Review Team Members
5:15 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 18, 2023

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:50 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 19, 2023

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:50 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Friday, January 20, 2023

Time	Event	Where	Who
8:30 a.m. – 12:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

