



Cognia Diagnostic Review Report

Results for:
William Wells Brown Elementary

January 9-12, 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
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	19
Noncertified Staff	6
Students	20
Parents	8
Total	64

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 with research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

The school's culture and supportive learning environment emerged as the most significant strength at William Wells Brown Elementary. School administration has intentionally created systems to increase positive behaviors, a welcoming environment, relationships, and a climate that promotes relationships with stakeholders where students feel safe and included.

Interviews with staff members and parents revealed that the school feels like a family, and they reported that they feel welcomed and part of the mission of the school. From the Diagnostic Review Team entering the school with music and upbeat greetings in the mornings, morning meetings, and inclusion of the Ron Clark "House" concept as well as an active Positive Behavioral Interventions and Supports (PBIS) program, the team observed that leadership has designed systems and implemented programs that show evidence of success. The building is clean and well-maintained. Student work and evidence of celebrating wins are shown throughout the building.

Student and family survey results showed that 90 percent of students and 97 percent of parents felt that adults in the school "make us feel welcomed (1)." The survey of educators revealed that 91 percent of educators agreed/absolutely agreed that "At my institution, we make learners, families, and each other feel welcome (1)." The Supportive Learning Environment had the highest ranking of the seven learning environments at a 2.9 on a four-point scale. Survey data indicated that 83 percent of educators selected the word "welcoming" as a top word that describes the school (24). Interviews with stakeholders also revealed that stakeholders felt safe in the building and could see a significant increase in positive school culture, a decrease in discipline problems, and an increase in attendance due to the new leadership and the implementation of new programs and processes.

The principal has focused on what she refers to as the three "Big Rocks" with culture and climate being one of those. Data, including fewer discipline referrals and other artifacts, were plentiful to support the implementation and success of programs. Data provided during the principal presentation showed that the number of students receiving Tier 2 and Tier 3 services related to social-emotional learning was down from 71 students in the 2021-22 school year to 31 students thus far in the 2022-23 school year.

Parents described opportunities to be involved in school events. Many events centered on instruction and extracurricular activities. The team noted evidence of wrap-around services, an after-school program, and an on-site medical clinic. A school pet is part of a William Wells Brown Elementary grant that supports the school's climate. Both certified and support staff showed excitement in hallways and classrooms, and the ownership the adults feel for the school and students was evident in observations and interviews.

Students stated that teachers cared about them, and this belief was echoed in the educator survey in which 91 percent of educators agreed/absolutely agreed that "We keep learners' well-being as a priority in everything that we do (11)."



The administrative team focuses on many aspects of continuous improvement. A review of artifacts, observational data, achievement data, and stakeholder interview data showed that practices and processes use data for guiding instruction. Achievement data show some trends of increased achievement. Students in the 1 to 20 percentile range on the Measured Achievement Progress (MAP) assessment reading scores decreased from 43 percent in fall 2021 to 40 percent in fall 2022. Math scores also improved from 47 percent in the lowest percentile range of 1 to 20 to 40 percent; and in the 61 to 80 percentile range, scores increased from nine percent to 12 percent.

On the other hand, scores remain low in reading. Only six percent of students scored above 81 percent in the fall 2022 MAP testing, the same percentage as in fall 2021. While many data points (e.g., interviews, artifacts, data walls, schedules, observations) showed processes for making data-informed decisions, the Diagnostic Review Team identified a need for more grade-appropriate lessons that support the encouragement of rigor and cognitively challenging tasks and instruction that promotes higher-order thinking and questioning.

The Higher Expectations Learning Environment was one of the lowest observed areas on the eleot with an overall score of 2.2 on a four-point scale. Of the 25 classes observed, it was evident/very evident in 20 percent that “Learners demonstrate and/or are able to describe high-quality work (B3).” While the team noted evidence of active learning in classrooms, they also found a lack of the more cognitively complex, grade-level instruction needed in classrooms to continue to move data on achievement testing and further increase achievement in the school.

The school has implemented several programs to improve school culture and academic performance (e.g., Creating, Organizing, and Learning Towards Success [COLTS] time, professional learning communities [PLC]s, and What I Need [WIN] time); but interviews with stakeholders revealed a lack of data to show the effectiveness of these programs. Interview data suggested that the school would benefit from identifying the mission and instructional goals of various programs and evaluating those goals to determine if they support the academic needs of students. In addition, educator interviews indicated teachers do not always understand the mission of these programs and lack confidence that programs are increasing student achievement and decreasing behavior problems. Teachers felt that they have time to plan, but due to the various programs, do not have enough time to prepare and individually analyze lessons, reteach, and adjust instruction as needed.

After a review of the interview data, the Diagnostic Review Team suggests that the school establish a system to allow stakeholder input in defining the roles and mission of implemented programs. This input could be valuable in the analysis of program effectiveness based on determined goals and in the decision to either maintain the programs as they are, make adjustments with a more focused strategic plan to increase student achievement, or discontinue some programs.

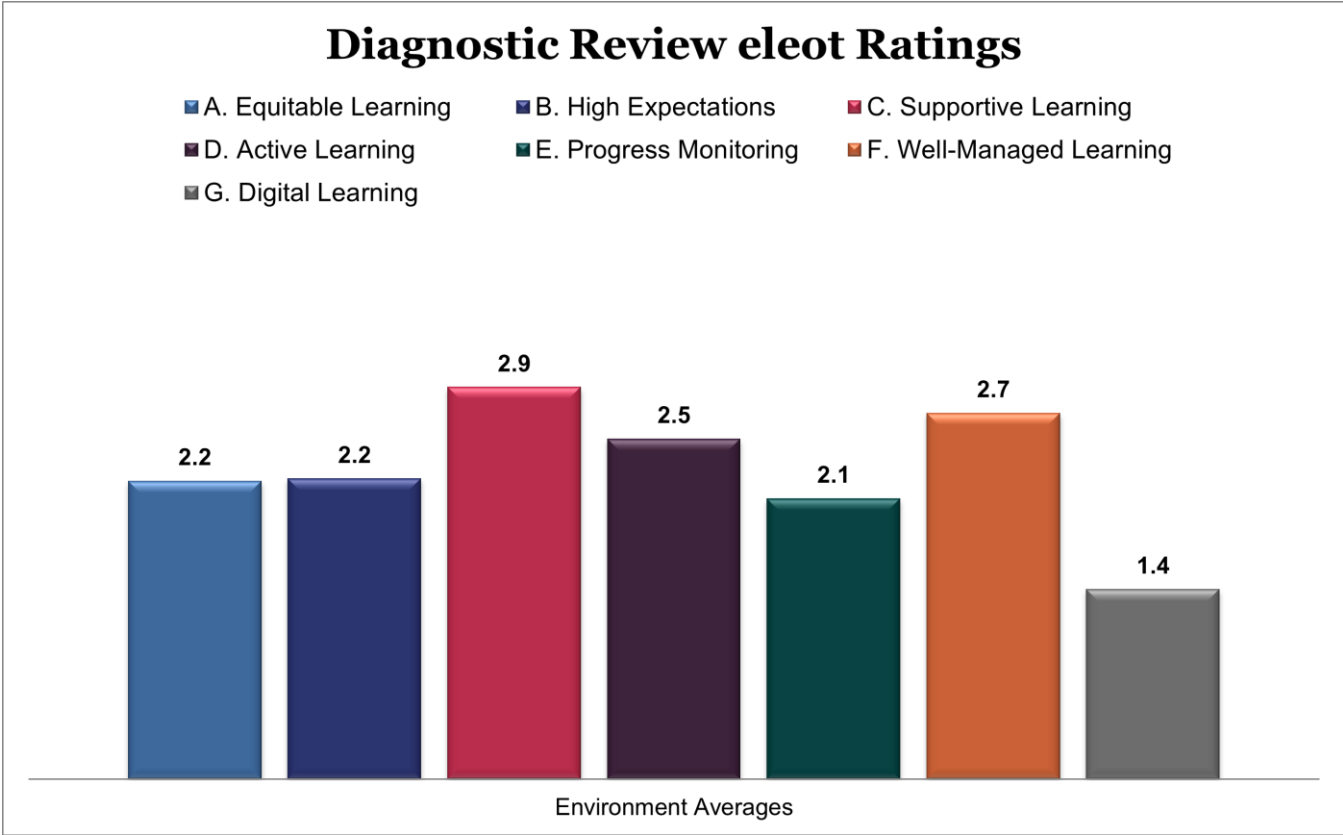
Potential Leader Actions:

- Develop and implement training on challenging cognitive lessons and assessments.
- Communicate a schoolwide focus on alignment and rigor based on the Kentucky Academic Standards (KAS).
- Use coaches and educational recovery staff to assist with efforts to increase rigor.
- Begin program evaluation of current programs to determine effectiveness.

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 25 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	72%	12%	12%	4%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	32%	40%	20%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	4%	8%	68%	20%
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.	56%	32%	12%	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	2.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	8%	48%	40%	4%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	8%	48%	36%	8%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	36%	44%	20%	0%
B4	2.2	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	16%	52%	24%	8%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	20%	48%	28%	4%
Overall rating on a 4-point scale:		2.2				

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.7	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	8%	24%	60%	8%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	4%	44%	40%	12%
C3	3.1	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	16%	56%	28%
C4	3.2	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	12%	60%	28%
Overall rating on a 4-point scale:			2.9			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	8%	24%	44%	24%
D2	2.2	Learners make connections from content to real-life experiences.	28%	44%	12%	16%
D3	2.7	Learners are actively engaged in the learning activities.	4%	36%	44%	16%
D4	2.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	20%	32%	44%	4%
Overall rating on a 4-point scale:			2.5			

E. Progress Monitoring and Feedback Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	44%	40%	12%	4%
E2	2.6	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	4%	40%	48%	8%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	4%	48%	48%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	58%	40%	4%	0%
Overall rating on a 4-point scale:		2.1				

F. Well-Managed Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	0%	16%	72%	12%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4%	20%	56%	20%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	32%	28%	28%	12%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	4%	32%	52%	12%
Overall rating on a 4-point scale:		2.7				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	56%	16%	28%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	88%	0%	12%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	84%	8%	8%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 25 eleot walkthrough observations. Evidence from the observations led the team to give the overall highest ratings to the Supportive Learning Environment with an overall rating of 2.9 and to the Well-Managed Learning Environment with an overall rating of 2.7, both based on a four-point scale. In 84 percent of classrooms, it was evident/very evident that learners were “supported by the teacher, their peers and/or other resources to understand the content and accomplish tasks (C3).” This finding was supported by survey data revealing 90 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that will help me do well in the future (11).” Survey results revealed that 97 percent of parents agreed/absolutely agreed that the adults in the school “make us feel welcome (1).”

In interviews, stakeholders reported that the administration listened to and supported them. On the family survey, 97 percent of parents agreed/absolutely agreed that adults “make us feel welcome (1)” and “treat us with respect (2).” In addition, observational data revealed that it was evident/very evident in 88 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).”

Ninety percent of educators agreed/absolutely agreed that “At my institution, we keep our learners’ well-being as a priority in everything we do (11).” Based upon the family survey data, 89 percent of parents agreed/absolutely agreed that adults “care about children’s well-being (7).” In conjunction, informal observations showed positive interactions in hallways, classrooms, and common areas (e.g., library, cafeteria, gym) with respect exhibited between students and staff members. The team observed that transitions, small groups, and overall classroom management throughout the building was organized and strategic with teachers using the same guidelines and procedures. Artifact evidence revealed a strong PBIS program that is consistently and systematically used throughout the school. In 84 percent of classrooms, it was evident/very evident that “Learners speak and interact respectfully with teacher(s) and each other (F1).”

Stakeholders reported concerns regarding discipline, and parents spoke about the implementation of behavior incentives. Teachers described large class sizes and the resulting challenges to classroom management. As discussed earlier, data provided during the principal presentation showed that the number of students receiving Tier 2 and Tier 3 services this year related to social-emotional learning was down 28 percent from the previous school year.

Additional eleot observational data led the team to assign a score of 2.1 on a four-point scale to the Progress Monitoring Learning Environment. Notably, it was evident/very evident in four percent of classrooms that “Learners understand and/or are able to explain how their work is assessed (E4).” In 16 percent of classrooms, it was evident/very evident that “Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1).”

According to the educator survey, 85 percent agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).” This aligned with the family survey where 78 percent agreed/absolutely agreed that “In the past 30 days, my child had instruction that was changed to meet their needs (15).” However, survey data showed that 39 percent of students chose the phrase “do the same work as everyone else,” and 47 percent selected “complete worksheets” to best describe what learning looks like most of the time in their classes (21). Observational data revealed that in 16 percent of classrooms, it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

Interviews with educators revealed that the school has systems to monitor instruction, but some programs and initiatives are not being monitored for effectiveness. Observations conducted by the Diagnostic Review Team during COLTS time showed some groups of students engaged in active discussions and on task while others were disengaged. The team observed that some groups lacked teacher involvement and a clear focus. Various staff members communicated during interviews that the intent of COLTS time was to give students time for academic support, extracurricular activities, and project-based activities. Some staff felt the time could be used more efficiently to achieve these intended goals.

Another area for growth for the school was the High Expectations Environment with an overall score of 2.2. A review of observational data revealed that it was evident/very evident in 20 percent of classrooms that “Learners demonstrate and/or are able to describe high-quality work (B3).” Stakeholders indicated the lack of a systematic process to ensure learning tasks are aligned with the rigor of the KAS. Interviews also indicated teachers receive little feedback on instructional plans, delivery of instruction, and depth of rigor in instructional tasks.

Survey data indicated that 97 percent of educators agreed/absolutely agreed that “At my institution, we uphold high expectations for learning (10)”, and 81 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that made me think in new ways (15).” However, classroom observations revealed many lessons lacked rigor. In 32 percent 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, evaluating, synthesizing) (B4).” Learners that “engage in activities and learning that are challenging but attainable (B2)” was evident/very evident in 44 percent of classrooms.

Potential Leader Actions:

- Provide professional staff member training on depth of rigor and alignment to standards.
- Develop a systematic process to monitor and adjust instruction based on data-informed decisions.



Improvement Priorities

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

Improvement Priority 1

Develop a formal, systematic process, one that addresses grade-level rigor, depth of knowledge, and higher-order thinking skills/tasks, to ensure the alignment of current curriculum and instructional practices with the KAS.

Standard 12: Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

Findings:

William Wells Brown Elementary has many processes for planning and adjusting instruction. PLCs are meeting and using data. However, scores on the state achievement tests remain low. The 2021-22 Kentucky Summative Assessment (KSA) showed students performing below the state averages in reading. Specifically, in third grade, 20 percent of students scored at the proficient/distinguished level, compared to 45 percent statewide; in fourth grade, 24 percent of students scored at the proficient/distinguished level, compared to 46 percent statewide; and in fifth grade, 11 percent of students scored at the proficient/distinguished level, compared to 45 percent for students statewide. Twenty-five percent of fifth-grade students scored at the proficient/distinguished level in editing and mechanics, compared to 47 percent statewide. Student achievement data, classroom observations, survey data, and artifacts all indicate a lack of rigor and the cognitively complex questioning that is needed to increase student achievement.

As indicated in the principal's presentation, leadership identified the need to increase student proficiency as a priority. One next step identified in the presentation described rigorous instruction as including student engagement and student discourse; high expectations; student-centered instruction; vertical curriculum alignment; and common academic language/vocabulary. While walkthrough forms provide a structure for feedback to teachers, evidence did not indicate that teachers are receiving feedback on increasing instructional rigor and higher-level learning.

Observational data from eleot resulted in low scores in the High Expectations Learning Environment, 2.2 on a four-point scale. Few students could articulate cognitively complex skills during instructional observations. To illustrate, it was evident/very evident in 20 percent of classrooms that "Learners demonstrate and/or are able to describe high-quality work (B3)." In 32 percent 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)."

Observational data also revealed few students engaging in academic discourse or discussions and/or asking questions as most of the observed lessons involved recalling facts. The Diagnostic Review Team observed students in small instructional groups (both in core classes and in WIN time), but the tasks were similar within each group with few adjustments based on students' skills or challenges. In addition, when asked to describe their learning on the survey, 39 percent of students indicated they "do the same work as everyone else (21)."

During interviews, educators and leadership were asked about how they make sure lessons are rigorous and cognitively challenging. Educators reported that they plan instruction by keeping the intent of the standards and student success criteria in mind. However, only a few teachers indicated using a process to ensure learning tasks are aligned to the rigor of the KAS. Interviews also indicated teachers receive little feedback on instructional plans, delivery of instruction, and the depth of rigor in instructional tasks.



Potential Leader Actions:

- Provide professional staff member training on depth of rigor and alignment to standards.
- Analyze learning tasks to ensure they include appropriate grade-level rigor and are aligned to Kentucky grade-level standards.
- Align formative and summative assessments to appropriate grade-level rigor (via scaffolding, instruction, and tasks) required by the standards.
- Develop a system to monitor rigor (e.g., walkthroughs, monitoring of lesson plans, and analysis of assessment questions).

Improvement Priority 2

Analyze and evaluate current programs and instructional practices (e.g., WIN, COLTS time, PLC's) to determine fidelity of implementation and effectiveness. Use current and recent trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

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

Findings:

In interviews, educators and leadership did not allude to data showing the benefits of COLTS time, and educators were consistently concerned about the amount of time the initiative takes away from instruction. Specifically, some educators were concerned that the school schedule allots more minutes daily to COLTS time than to core instruction in science and social studies. A review of the master schedule confirmed that COLTS time does indeed decrease the amount of instructional time in science and social studies. Review team members observing COLTS time reported inconsistency with focus and student engagement.

Regarding the WIN initiative, the Diagnostic Review Team did not find evidence to pinpoint the initiative's effectiveness and alignment to student achievement. MAP achievement data in reading and math continues to be low. Fall 2022 MAP scores indicate that 23 percent of students scored at or above the sixty-first percentile in reading, and that percentage is much lower in math. Educators and leadership did speak about the recent beneficial change to combine two separate WIN times into one to eliminate multiple transitions. Nevertheless, the team found no data to show the benefits of the change or how the change has helped increase student achievement. The master schedule showed several transitions throughout the instructional day that could be minimized to provide more academic time for students.

A review of PLC meeting agendas and notes did not reveal evidence of how PLCs are being adjusted to increase their effectiveness and efficiency. In interviews, educators consistently voiced concerns about a lack of focus for PLCs. While PLC agendas and notes revealed that meetings focus on planning lessons, they do not appear to be focused on learning outcomes. Additionally, it was unclear whether data informed the development of PLC agendas or specific agenda items. Although educators indicated support for leadership's guidelines and expectations, they expressed concern about the number of initiatives that lack focus and/or data to assess effectiveness.

Potential Leader Actions:

- Establish clear goals and success criteria for each of the programs currently being implemented.
- Collect data to evaluate progress towards established success criteria (e.g., achievement data, input through focus groups, interviews, surveys).
- Adjust (i.e., retain, change, or replace) current programs and instructional practices based on established success criteria and findings.



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.

It is the consensus of the Diagnostic Review Team that the principal of William Wells Brown Elementary has the capacity to lead the turnaround of the CSI school.

The principal at William Wells Brown Elementary has a strong desire to make the school more effective and improve the academic performance of students. Being in the middle of her third year as principal, she has implemented multiple systems to enhance the quality of education offered at this institution. Some of the systems, such as the PBIS, have produced meaningful gains, and stakeholder interviews revealed that this behavioral management system has had a powerful impact on the culture and climate of the school. The mission and vision statements were revisited and revised under the current principal, and there has been a substantial effort to promote the core values of the school in an attempt to put the school community on the same page as to the principles and values that all should hold in high regard. The principal has established the groundwork and structures necessary for PLCs to meet regularly, plan upcoming lessons and units, evaluate student learning, and reflect on the progress of student learning in their classes.

The principal has employed many initiatives focused on evidence-based inquiry, strategic goal setting, learning, planning, and evaluation for continuous improvement to assist with the efficiency and effectiveness of curricular and instructional programs. However, many staff and faculty members did not feel as if they were meaningfully engaged in this process. Some contended there was a lack of teacher voice in decision-making processes. During discussions with teachers and staff, it was repeatedly pointed out that COLTS time could be repurposed to enhance the academic program with more time devoted to the core content areas including, but not limited to, science and social studies. Additionally, many of the initiatives and programs that have been implemented are not

being evaluated to determine whether they are having a positive impact on student achievement and if so, to what extent.

The principal and staff have worked diligently to improve the current achievement status at this CSI school. Their efforts appear to be having a positive impact on closing the achievement gaps in many areas. While there has been limited evidence to document significant gains in the area of student achievement, the Diagnostic Review Team believes that if the principal continues to employ the tenets of continuous improvement and takes action on the items mentioned in this report, results will prove to be fruitful for the students, staff, and faculty of this school.



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
Dr. Rachael McDaniel	Dr. Rachael McDaniel has over 25 years of experience in public education at the elementary, middle, high school, and post-secondary levels. She has been an English language arts and special education teacher and reading specialist. During the last decade, she has been a principal primarily working in Title I schools undergoing school transformation and improvement. In addition, she has taught numerous college courses and served as a principal lead to coach principals. Dr. McDaniel consults with schools and systems in the areas of data analysis, instructional improvement, mentorship, finance, and school and culture.
Sam Watkins	Sam Watkins has 37 years of experience in education, serving students in Lee County Public Schools and Woodford County Schools for 27 of those years. Sam has served as a teacher, assistant principal, athletic director, principal, and director of districtwide programs. Additionally, he has served as an Educational Recovery Leader for 10 years with the Kentucky Department of Education.
Kevin Bandura	Kevin Bandura has served in public education for over 31 years as a math teacher, secondary instructional specialist, Educational Recovery Leader, and currently as the director of curriculum, instruction, and assessment.
Kanna Edison	Kanna Edison has served for 15 years in public education as a teacher, instructional coach, and Educational Recovery Specialist (ERS). She taught high school math for seven years. Following her classroom experience, she served as a district math goal clarity coach working on curriculum design, curriculum implementation, and instructional coaching. She is currently in her sixth year as an Educational Recovery Specialist for the Kentucky Department of Education. Currently, she supports schools by assisting in strategic thinking, planning, and alignment of instructional systems. She also provides coaching for teachers and administration.

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.	3
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	2
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	3
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.	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.	1

Key Characteristic 3: Engagement for 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.	3
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.	3

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

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

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

Student Performance Data

School Name: William Wells Brown Elementary

2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	20	45
	4	24	46
	5	11	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	*	37
Editing and Mechanics	5	25	47
On Demand Writing	5	*	33

Plus

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

Delta

- In third grade, 20 percent of students reached the proficient/distinguished level in reading on the 2021-22 KSA, compared to the state average of 45 percent.
- In fourth grade, 24 percent of students reached the proficient/distinguished level in reading on the 2021-22 KSA, compared to the state average of 46 percent.
- In fifth grade, 11 percent of students reached the proficient/distinguished level in reading on the 2021-22 KSA, compared to the state average of 45 percent.
- In fifth grade, 25 percent of students reached the proficient/distinguished level in editing and mechanics on the 2021-22 KSA, compared to the state average of 47 percent.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	25	38
Percent Score of 60-80	29	28
Percent Score of 100	29	19
Percent Score of 140	18	9

Plus

- Twenty-five percent of English Learners (ELs) received a score of zero on the ACCESS assessment in 2021-22, which was below the state average.
- Twenty-nine percent of ELs received a score of 60-80 on the ACCESS assessment in 2021-22, which was above the state average.
- Twenty-nine percent of ELs received a score of 100 on the ACCESS assessment in 2021-22, which was above the state average.



- Eighteen percent of ELs received a score of 140 on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- While the school’s ELs outperformed their peers across the state, those scoring at or above the 100 level are still less than 50 percent.

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	20	*	N/A	N/A	N/A	N/A
Female	18	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	21	*	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	16	*	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	25	*	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	16	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	16	*	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
Non-Gifted and Talented	20	*	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 percentage of African American students in third grade scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 21 percent compared to 20 percent for all third-grade students in the school.

Delta

- The percentage of economically disadvantaged students in third grade scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 16 percent, compared to 20 percent for all third-grade students in the school.

- The percentage of non-EL or monitored students in third grade scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 16 percent, compared to 20 percent for all third-grade students in the school.

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	24	*	*	N/A	N/A	N/A
Female	25	*	*	N/A	N/A	N/A
Male	*	*	*	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)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	*	*	*	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	27	*	*	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	*	*	*	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	24	*	*	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 for a plus.

Delta

- The percentage of non-ELs in fourth grade scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 19 percent, compared to 24 percent for all fourth-grade students in the school.

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	11	*	N/A	*	25	*
Female	*	*	N/A	*	31	*
Male	22	*	N/A	*	17	*
African American	8	*	N/A	*	24	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	*	*
Economically Disadvantaged	10	*	N/A	*	26	*
Non-Economically Disadvantaged	*	*	N/A	*	*	*
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	*	*	N/A	*	28	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	10	*	N/A	*	25	*
Non-English Learner or Monitored	8	*	N/A	*	26	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	*	23	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of fifth-grade male students scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 22 percent, compared to 11 percent for all fifth-grade students in the school.
- The percentage of fifth-grade female students scoring at the proficient/distinguished level in editing and mechanics on the 2021-22 KSA was 31 percent, compared to 25 percent for all fifth-grade students in the school.

Delta

- The percentage of fifth-grade African American students scoring at the proficient/distinguished level in reading on the 2021-22 KSA was eight percent, compared to 11 percent for all fifth-grade students in the school.
- The percentage of fifth-grade non-EL or monitored students scoring at the proficient/distinguished level in reading on the 2021-22 KSA was eight percent, compared to 11 percent for all fifth-grade students in the school.
- The percentage of fifth-grade male students scoring at the proficient/distinguished level in editing and mechanics on the 2021-22 KSA was 17 percent, compared to 25 percent for all fifth-grade students in the school.



Schedule

Monday, January 09, 2023

Time	Event	Where	Who
4:00 p.m. – 6:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 10, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 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

Wednesday, January 11, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 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

Thursday, January 12, 2023

Time	Event	Where	Who
8:00 a.m. – 11:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members

