Cognia Diagnostic Review Report

Results for:

Freedom Elementary School

December 12-15, 2022

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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	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	33
Noncertified Staff	5
Students	78
Parents	7
Total	133

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 school's culture and student diversity emerged as a significant strength at Freedom Elementary School. The school administration was intentional in creating a school environment that was built upon the core values of relationships, support, collaboration, and encouragement. During interviews, staff members and parents revealed that the school had a family-like atmosphere. Students recited the core values, mission, and vision statements every day during morning announcements, and the school mascot was prominently displayed throughout the campus. The building was clean and well-maintained, and several stakeholders noted in interviews that the school went through a building redesign and cleanout over the summer of 2022. Parents and students also stated in interviews that students liked the school and noted the environment was welcoming. The Cognia Fall 2022 Survey results showed that 91 percent of families agreed/absolutely agreed that the school staff "make us feel welcomed (1)", and 81 percent of students agreed/absolutely agreed that the school personnel "make us feel welcomed (1)." During interviews, students articulated that school staff members cared about them and wanted them to be successful in life. Stakeholders took pride in the student diversity within their school as evidenced in the newly created mission statement, "Freedom Elementary School is a safe, culturally diverse environment encouraging all students to achieve their full potential academically and socially, while fostering lifelong learning and leadership in the 21st Century." Parents noted in interviews that the student population does not mirror the county; however, they embraced differences in students' backgrounds and cultures.

The Diagnostic Review Team also discovered that the school established several strategies to promote positive behavior among students. The Studer Pulse Survey Report for Parents/Caregivers data analysis revealed that 78 percent of families agreed/strongly agreed with the statement, "I am confident that my child's school is focused on the social emotional well-being of my child (2)." In addition, the school used the Response to Intervention for Behavior (RtI:B) model. A review of meeting agendas and minutes indicated that the school engaged in a multi-tiered process of support that enabled the efficient use of school resources to make decisions about improving student behaviors. Staff members reported that the school administration made Positive Behavioral Interventions and Supports (PBIS) a priority during the first semester of the 2022-23 school year. Students noted that they received weekly and quarterly PBIS rewards for positive behavior. This finding was consistent with feedback from interviews in which parents referenced students knowing the reward system and behavioral expectations even though the parents themselves were not familiar with the details of the program. Students were recognized both for positive behaviors and academic growth, and their progress was displayed throughout the hallways of the school. Although the school implemented programs and strategies (e.g., RtI:B, PBIS, Jimmy Casas's book *Culturize*) to improve the culture and student behavior at the school, the Diagnostic Review Team identified a need to provide staff members with additional support to strengthen their professional practices in these areas.

Students had many opportunities to participate in clubs (e.g., Dance Team, K-Kids, Student Technology Leadership Program, chess, Becoming a Young Man/Woman) and school events (e.g., Mornings with Mom, fall literacy event, Back to School Bash) beyond the school day. Feedback from student interviews indicated that teachers noticed and cared about students, a dynamic that was verified through classroom observations and responses from the Studer Pulse Survey Report for Students. For instance, 79 percent of students agreed/strongly agreed with the statement, "My teacher connects with me (4)." Also, feedback from parent

interviews revealed that they noticed an increase in community engagement activities, which encouraged parent involvement at the school.

The Diagnostic Review Team identified through parent and staff interviews that the school family resource coordinator and community liaison personnel were strengths of the school. For instance, from August through November 2022, the school family resource coordinator provided 711 students with school supplies, clothing, and/or personal products in addition to conducting 43 home visits. With a reported 45 percent of staff members being new to Freedom Elementary, the community liaison served as a bridge among the community, parents, and school administration to connect the families to community and school resources. A review of artifacts, observation data, and stakeholder interview data shows that community engagement activities have increased over the last few years. Parents reported that there are a lot of opportunities for them to be involved and to see what is happening at their child's school.

Although the school has established many community partners, some interviewees indicated a need to ensure that all stakeholders are informed of resources and support that are available to families as a result of the partnerships. Overall, however, parents reported that school communication about outside resources for families was typically good.

While the school has implemented programs and strategies (e.g., PBIS, Jimmy Casas's *Culturize* book, RtI:B) to improve the culture and student behavior at the school, the Diagnostic Review Team identified a need to provide staff members with the support they need to strengthen their professional practice. The team suggests the school consistently monitor the implementation and effectiveness of programs based on data to ensure that staff receives the necessary resources and support to improve classroom instruction. This will ensure that classroom instruction meets the individual educational needs of students and is at the appropriate level of rigor for the Kentucky Summative Assessment (KSA).

The school has many lines of communication (e.g., Class Dojo, newsletters, Remind, parent-teacher conferences, Infinite Campus, phone calls, text messages, emails) to provide information to families regarding their students' academic and behavioral progress. However, teachers, grade levels, and other staff members often used different platforms. Parents were appreciative of the increased attempts in school communication, but they noted that having multiple students in different grade levels resulted in needing to navigate varying lines of communication.

Similarly, stakeholder interview and survey data analysis revealed that many teachers wanted communication to improve between school administration and themselves. For instance, 35 percent of teachers who completed the Studer Pulse Survey Report for Employees agreed/strongly agreed with the statement, "I receive clear information about decisions that are made (9)." In addition, the teacher interview data indicated that the school administration was responsive to staff requests, but communication elicited by other stakeholders was not as promptly addressed. This parallels the results from the Studer Pulse Survey Report for Employees, which revealed 39 percent of employees agreed/strongly agreed with the statement, "I feel informed about the changes that occur at work (8)." Nevertheless, the Cognia Fall 2022 Educator Survey data analysis revealed that 79 percent of teachers agreed/absolutely agreed with the statement, "At my institution, we work closely with each other and our stakeholders to support learners (6)."

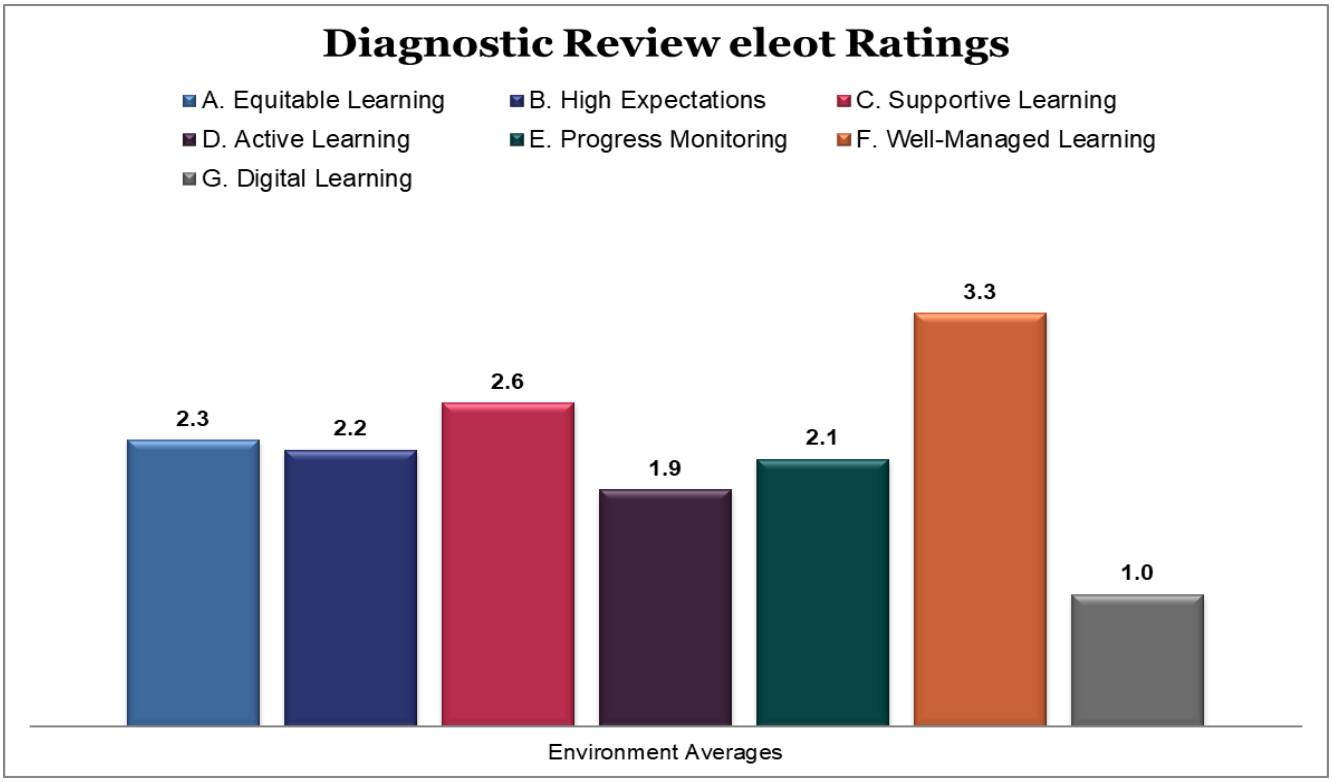
Potential Leader Actions:

- Develop a formal communication process to ensure staff members know what to do and expect in everyday circumstances.
- Provide ongoing professional development opportunities and support to school staff in implementing the established positive behavior programs and strategies.
- Incorporate consistent platforms to streamline the schools' communication to notify families and students more effectively about school events and information.

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 23 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	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	43%	30%	22%	4%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	9%	17%	43%	30%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	17%	52%	30%
A4	1.1	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.	91%	9%	0%	0%
Overall rating on a 4-point scale:		**2.3**				

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.	9%	48%	39%	4%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	9%	43%	43%	4%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	39%	57%	4%	0%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	9%	52%	39%	0%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	13%	61%	26%	0%
Overall rating on a 4-point scale:		**2.2**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	9%	30%	57%	4%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	17%	30%	52%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	13%	43%	35%	9%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	4%	22%	52%	22%
Overall rating on a 4-point scale:		**2.6**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	35%	30%	35%	0%
D2	1.4	Learners make connections from content to real-life experiences.	74%	13%	13%	0%
D3	2.6	Learners are actively engaged in the learning activities.	9%	35%	43%	13%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	70%	17%	9%	4%
Overall rating on a 4-point scale:		**1.9**				

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.	43%	30%	26%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	48%	26%	9%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	13%	30%	57%	0%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	39%	35%	22%	4%
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	3.5	Learners speak and interact respectfully with teacher(s) and each other.	0%	4%	43%	52%
F2	3.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	13%	48%	39%
F3	3.3	Learners transition smoothly and efficiently from one activity to another.	4%	9%	43%	43%
F4	3.0	Learners use class time purposefully with minimal wasted time or disruptions.	13%	4%	48%	35%
Overall rating on a 4-point scale:		**3.3**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	100%	0%	0%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	96%	0%	0%	4%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4-point scale:		**1.0**				

eleot Narrative

The Diagnostic Review Team conducted 23 observations in core content classrooms using the eleot tool. The team also conducted informal observations in non-core content classrooms, the cafeteria, the playground, and hallways.

Several strengths emerged from the observational data. Staff members and school administration, for example, had created a positive school culture and actively engaged with parents to increase their participation in school activities. Parents noted that the school administration had created a family-friendly atmosphere at the school. Staff recognized students' needs and responded quickly to parent inquiries regarding their children. Stakeholder feedback from the Studer Pulse Survey Report for Parents/Caregivers indicated 89 percent of parents/caregivers agreed/strongly agreed that "I have access to my child's teacher(s) when needed (4)." Furthermore, 88 percent of parents/caregivers agreed/strongly agreed that "I receive feedback from my child's teacher(s) about my child's learning progress (5)."

Team members noted from conversations with various stakeholders that student behavior in the past disrupted the learning environment of others at the school. For example, the principal revealed that there were 697 office referrals in the 2021-22 school year. This school year, the principal implemented programs (e.g., PBIS, social-emotional learning, trauma-informed care trainings) to improve student behavior throughout the school. In addition, staff interviews indicated that student behavior was still an area of concern but has improved from previous years. Observational data showed that classrooms were well-managed and that staff members monitored transitions between classes and learning activities. Observational data also indicated that instances where students transitioned "smoothly and efficiently from one activity to another (F3)" were evident/very evident in 86 percent of classrooms.

The Diagnostic Review Team observed teachers, school administration, and support staff modeling the expected behaviors and attitudes that students were to display. As a result, most students were observed interacting positively with adult staff. It was evident/very evident in 95 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." This was also confirmed through the parent and student interviews and survey data analysis. For instance, the Cognia Fall 2022 Survey data indicated that 94 percent of

families agreed/absolutely agreed that “the adults treat us with respect (2)”, and it was evident/very evident in 82 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).”

Overall, the team found instruction in classrooms was typically delivered through whole group instruction or student independent practice with few instances of differentiated student learning tasks. Instances in which “learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)” were evident/very evident in 44 percent of classrooms. Most students were compliant with behaviors and tried to complete tasks that were assigned by teachers; however, most tasks were not at grade level or at the rigor and depth of knowledge in the Kentucky Academic Standards (KAS). Observational data revealed instances of learners who “take risks in learning (without fear of negative feedback) (C2)” were evident/very evident in 52 percent of classrooms. Students completed printed worksheets, computer program assignments, and complied with teacher task requests. Although a common theme among parents, teachers, and school administration interviews revealed a sense of pride regarding student diversity at the school, it was evident/very evident in zero percent of classrooms that “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 (A4).”

In many classrooms, students had access to resources, technology, and teacher support. It was evident/very evident in 73 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” Although students had access to technology, the team observed limited instances where students used technology to collaborate, create, or solve problems. It was evident/very evident in four percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” Observational data revealed that the school used technology in place of teacher-directed instruction in many classrooms. Despite technology usage in the classrooms, it was evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1).”

The Diagnostic Review Team identified several strengths (e.g., classroom management, school culture, parent involvement) that the school could leverage to improve student learning. The well-managed classrooms and the mutual respect between students and teachers provide an opportunity to engage students in rigorous coursework and discussions. Student transitions from learning activities/tasks demonstrated that classroom routines and procedures were well established. It was evident/very evident in 83 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions (F4).”

Potential Leader Actions:

- Develop a plan to ensure teachers are using data and evidence-based instructional strategies to differentiate instruction based on the individual needs of their students.
- Establish expectations and use evidence-based strategies to ensure that teaching and learning in the classrooms are at the appropriate level of rigor and depth of knowledge in the KAS.
- Provide ongoing, job-embedded professional learning to ensure success criteria is aligned to the rigor of the grade-level KAS.

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

Implement and monitor the use of differentiated learning opportunities (e.g., content, product, process, and learning environments) that use evidence-based strategies and meet the rigor of the KAS.

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

Findings:

Classroom observation data showed a lack of evidence that students could articulate what constitutes high-quality work. For example, it was evident/very evident in four percent of classrooms that “Learners demonstrate and/or are able to describe high-quality work (B3).” This finding was consistent with Cognia Fall 2022 Survey data. When students were asked, “Which four phrases best describe what learning looks like most of the time in your classes (21)?”, 64 percent reported “completing worksheets” as one of the four best descriptions of what learning looked like most of the time in their classes. However, Cognia Fall 2022 Survey data revealed that 90 percent of students and 72 percent of families agreed/absolutely agreed that “The adults know and do their work well (9).”

Cognia Fall 2022 Survey data also differed from classroom observation results regarding meeting students’ needs. For instance, 79 percent of educators agreed/absolutely agreed that they “base our improvement efforts on learners’ needs (5).” Furthermore, 68 percent of educators agreed/absolutely agreed that they "deliver instruction that considers learners’ needs, interests, and potential (8).” However, classroom observational data indicated that learners had few opportunities to collaborate with their peers. It was evident/very evident in 13 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).”

The school collects student performance data through a variety of assessments, including the Northwest Education Association (NWEA) Measures of Academic Progress (MAP), KSA, and district and teacher created assessments. A review of MAP data showed student performance at every grade level has grown in the mean Rasch Unit Scale (RIT) from fall to winter administrations in 2022. However, the growth in kindergarten in both math and reading MAP scores exceeded the national mean. The kindergarten students who completed the MAP assessment from fall to winter 2022 averaged more growth than the national mean in both reading and math. In addition, students’ growth in math for grades K and 1 was greater than the national average mean RIT from fall to winter. Furthermore, in reading, grades K, 3, 4, 5, and 6 showed growth of the average mean RIT from fall to winter greater than the national average. Despite the growth evidenced in grades K-6, mean RITs are below the national average. In a few classrooms, the team observed the effective use of differentiated instruction. For example, it was evident/very evident in 26 percent of the classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Cognia Fall 2022 Survey data revealed that 68 percent of educators agreed/absolutely agreed that educators “deliver instruction that considers learners’ needs, interests, and potential (8)” and 73 percent of educators agreed/absolutely agreed that they “follow a process to determine the support that learners need (10).”

A review of documents, including the professional learning community (PLC) workbook module, PLC guidance document, PLC data analysis, district literacy support, and growth day agenda revealed evidence that the school had a standard PLC process that teachers engaged in over a four-week period. The school had weekly PLC meetings that included the PLC guiding questions; however, the team found little evidence that the PLC process

was being implemented with fidelity. Also, the team found a lack of evidence suggesting that teachers analyze assessment data in PLC meetings to drive instruction. Moreover, most stakeholders could not articulate the process the school used for analyzing data to evaluate the effectiveness of instructional practices, instructional resources, or programs to determine the effective delivery of instruction.

Collectively, the team found a lack of evidence that instruction in most classrooms was rigorous and met the expected depth of the grade level in KAS. However, effective implementation existed in some classrooms where students demonstrated a sense of community that was positive, cohesive, engaged, and purposeful.

Potential Leader Actions:

- Provide ongoing, job-embedded professional learning to build capacity in evidence-based instructional strategies.
- Provide instructional coaching for teachers to train in incorporating evidence-based instructional strategies into their instructional practices.
- Leverage professional learning in the deconstruction of KAS to ensure teacher instruction is aligned with the expected rigor of the intended learning outcomes.

Improvement Priority 2

Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.

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

Findings:

Classroom observation data indicated an opportunity for professional learning focused on instructional rigor and analyzing data to meet the individualized needs of students. The Diagnostic Review Team observed students being compliant in classrooms. Few examples were observed of differentiated learning opportunities/activities or academic feedback to improve students' understanding of the content. For instance, it was evident/very evident in 26 percent of classrooms that learners "engage in differentiated learning opportunities and/or activities that meet their needs (A1). PLCs provide an opportunity to plan instruction that meets students' unique needs.

The team also found a lack of evidence that students monitored their own progress or could explain how their work was assessed. For example, in 26 percent of classrooms, it was evident/very evident that "Learners understand and/or are able to explain how their work is assessed (E4)." Also, students who "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" were evident/very evident in 26 percent of classrooms, and students who "engage in activities and learning that are challenging but attainable (B2)" were evident/very evident in 47 percent of classrooms.

Cognia Fall 2022 Survey data about instruction was similar to interview data. For example, 68 percent of educators agreed/absolutely agreed that they "deliver instruction that considers learners' needs, interests, and potential (8)" and 66 percent of families agreed/absolutely agreed that "In the past 30 days, my student had instruction that was changed to meet their needs (15)." In addition, 57 percent of families agreed/absolutely agreed that "in the last 30 days, my student had learning experiences that were unique to their needs (17)" and 66 percent of families agreed/absolutely agreed that "In the last 30 days, my student received support based on their needs (21)." The KSA data revealed that 13 percent of students in grades 3, 4, and 5 collectively received a proficient/ distinguished rating on the 2022 reading assessment.

A review of documents and artifacts revealed evidence of a standard PLC process in which teachers engage over a four-week timeframe. Two separate grade-level PLC documents were provided as evidence of implementation. However, the artifacts showed a lack of evidence that teacher instruction was adjusted based on student performance data from formative and summative assessments. According to interview data, science and social studies teachers did not regularly participate in PLC meetings, but they completed the PLC module and occasionally received feedback. Interviews further indicated that teachers brought student work or data to the PLC meetings, but teachers did not indicate how these data were used to adjust instruction. The Diagnostic Review Team suggests the school leverage the four PLC guiding questions (i.e., "What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?) to create differentiated learning opportunities and activities that meet the individual needs of students and ensure instruction is at the appropriate level of rigor.

Potential Leader Actions:

- Develop a process to consistently monitor instructional practices to ensure that students are provided authentic feedback regarding their progress.
- Build upon the current professional learning opportunities for the PLC process (e.g., four guiding questions and three big ideas) and include a process to monitor its implementation with fidelity.

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.

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 eleot 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. James Driscoll	James Driscoll currently serves as the superintendent for Tempe Elementary School District. His previous experiences include teaching, dean of students, assistant principal, principal, director of special education, district hearing officer, assistant superintendent for east area schools, and assistant superintendent of human resources. He also serves on the executive board for the Arizona School Administrators Association.
Kim Coleman	Kim Coleman has served over 20 years as an educator and is currently an Educational Recovery Leader for the Kentucky Department of Education's Office of Continuous Improvement. She works with CSI schools in an urban school district to implement and monitor systems through continuous improvement methods. Prior to this work, she served as an elementary school principal, a Reading Recovery teacher/interventionist, a literacy consultant, and an elementary school teacher. Kim has worked for over 10 years as a consultant and presenter at the national, state, and local levels.
Roger Kissling	Roger Kissling has over 21 years of experience in education, serving as a teacher and a math instructional coach. He is currently working for the Kentucky Department of Education as an Educational Recovery Specialist, assisting schools in the central region. In this position, he helps schools identified for Comprehensive Support and Improvement (CSI) by providing coaching, professional development, and other support to assist with their continuous improvement journey.
Chris Stunson	Chris Stunson has 14 years of experience in education, serving as a teacher, athletic director, assistant principal, interim principal, and as a principal in the Warren County School District. Mr. Stunson has served as an educational leader, mentor, and council member for his entire educational career. In addition to serving in the public school system, Mr. Stunson's work includes more than 10 years of experience in the areas of diversity and equity inclusion. He has served as a college trustee, advisory board member, and a presenter at the national, state, and local levels.

Appendix

Cognia Performance Standards ratings

Key Characteristic 1: Culture of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	**2**
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	**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 Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	**2**
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	**2**

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

Key Characteristic 3: Engagement of Learning

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

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

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

Key Characteristic 4: Growth in Learning

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

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

Student Performance Data

School Name: Freedom Elementary School Student Performance Results

Kentucky Summative Assessment 2021-22 Proficient Distinguished (P/D)

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	13	45
	4	16	46
	5	*	45
	6	29	44
Math	3	*	38
	4	*	39
	5	*	38
	6	14	38
Science	4	*	29
Social Studies	5	3	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

Plus

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

Delta

- Three percent of fifth-grade students scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 37 percent statewide.
- Thirteen percent of third-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 45 percent statewide.
- Sixteen percent of fourth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 46 percent statewide.
- Twenty-nine percent of sixth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 44 percent statewide.
- Fourteen percent of sixth-grade students scored proficient/distinguished in math on the KSA in 2021-22 compared to 38 percent statewide.

Elementary English Learner Progress

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

Plus

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

Delta

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	13	*	N/A	N/A	N/A	N/A
Female	18	*	N/A	N/A	N/A	N/A
Male	9	*	N/A	N/A	N/A	N/A
African American	18	*	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)	8	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	13	*	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	14	*	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	13	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	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
Non-Gifted and Talented	13	*	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

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

Delta

- Nine percent of third-grade male students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 18 percent of female students.
- Eight percent of third-grade students who are White (non-Hispanic) scored proficient/distinguished in reading on the KSA in 2021-22 compared to 13 percent of all students.

Kentucky Summative Assessment 2021-22 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	15	*	*	N/A	N/A	N/A
Male	17	*	*	N/A	N/A	N/A
African American	12	*	*	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)	19	*	*	N/A	N/A	N/A
Economically Disadvantaged	16	*	*	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	17	*	*	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	16	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	16	*	*	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

Percentages were not high enough to qualify for a plus.

Delta

- Fifteen percent of fourth-grade female students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 17 percent of male students.
- Twelve percent of fourth-grade students who are African American scored proficient/distinguished in reading on the KSA in 2021-22 compared to 16 percent of all students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	N/A	3	*	*
Female	*	*	N/A	*	*	*
Male	*	*	N/A	*	*	*
African American	*	*	N/A	*	*	*
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	*	*	N/A	*	*	*
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	4	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	3	*	*
Non-English Learner or Monitored	*	*	N/A	3	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	3	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Three percent of fifth-grade students scored proficient/distinguished in social studies on the KSA in 2021-22.

Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 6th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	23	14	N/A	N/A	N/A	N/A
Female	34	*	N/A	N/A	N/A	N/A
Male	24	18	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)	35	19	N/A	N/A	N/A	N/A
Economically Disadvantaged	29	14	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	38	20	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	29	14	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	29	14	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
Non-Gifted and Talented	28	13	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

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

Delta

- Twenty-four percent of sixth-grade male students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 34 percent of female students.
- Twenty-one percent of sixth-grade African American students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 35 percent of White (non-Hispanic) students.

Schedule

Monday, December 12, 2022

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

Tuesday, December 13, 2022

Time	Event	Where	Who
6:50 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:30 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, December 14, 2022

Time	Event	Where	Who
6:50 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:00 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, December 15, 2022

Time	Event	Where	Who
7:00 a.m. – 11:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members