



Cognia Diagnostic Review Report

Results for:
Grandview Elementary School

December 5 - December 8, 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	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	9
Noncertified Staff	5
Students	30
Parents	5
Total	55

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 principal has established foundational processes and procedures for building a positive school culture. Based on the principal overview presentation, a Multi-tiered System of Supports (MTSS) process and team has been established. The team meets every six weeks to monitor student progress. Also, the school has weekly early release days for teachers to participate in professional learning opportunities and collaborative professional learning community (PLC) meetings.

The school has experienced a great deal of teacher turnover. Most teachers have been at Grandview Elementary for less than three years. However, stakeholders reported seeing Grandview Elementary as a family. Observations indicated the faculty and staff members work to nurture and sustain a healthy culture for students. Also, adults demonstrated that they cared about students and exhibited good relationships with parents and students. Most students were well-behaved and courteous to team members. Parents stated that their students feel happy, safe, and secure at school. The team noted a pervasive sense of community existed among students, families, and school personnel, as captured in student and family surveys, where 83 percent of students agreed/absolutely agreed that "the adults make us feel welcomed (1)", and 84 percent of families agreed/absolutely agreed "The adults make us feel welcomed (1)." Family survey results also showed that 86 percent agreed/absolutely agreed that "The adults care about children's well-being (7)." Additionally, interviews with the principal and parents both highlighted the newly created Parent-Teacher Association.

The administration, faculty, and staff have implemented a reading and math program, but training and support for implementation has been inconsistent. Stakeholder interviews and the lack of documentation verified the absence of an evidence-based curriculum aligned with the Kentucky Academic Standards (KAS) for reading, math, science, and social studies.

The Diagnostic Review Team noted the importance for the principal, instructional coaches, and teachers to be intentional and consistent in implementing practices to ensure efforts are aligned with the academic goals established by the administrative team. The team found no formalized plan to evaluate the academic programs and services necessary to demonstrate improved student learning and achievement. The team also noted that consistent monitoring and coaching of instructional best practices were needed to impact student learning and identify adjustments to the design and delivery of instruction.

Finally, the school is encouraged to implement consistent, ongoing, and embedded professional learning opportunities for faculty and staff about specific academic programs (e.g., Scholastic Reading, Unbound Ed) and the use of data for instructional decisions to meet individual needs to build collective efficacy and improve



teaching and learning. While the school provides early release days for professional development and PLC collaboration, there was little evidence to indicate that data were analyzed and used to train staff on adjusting instruction based on student learning.

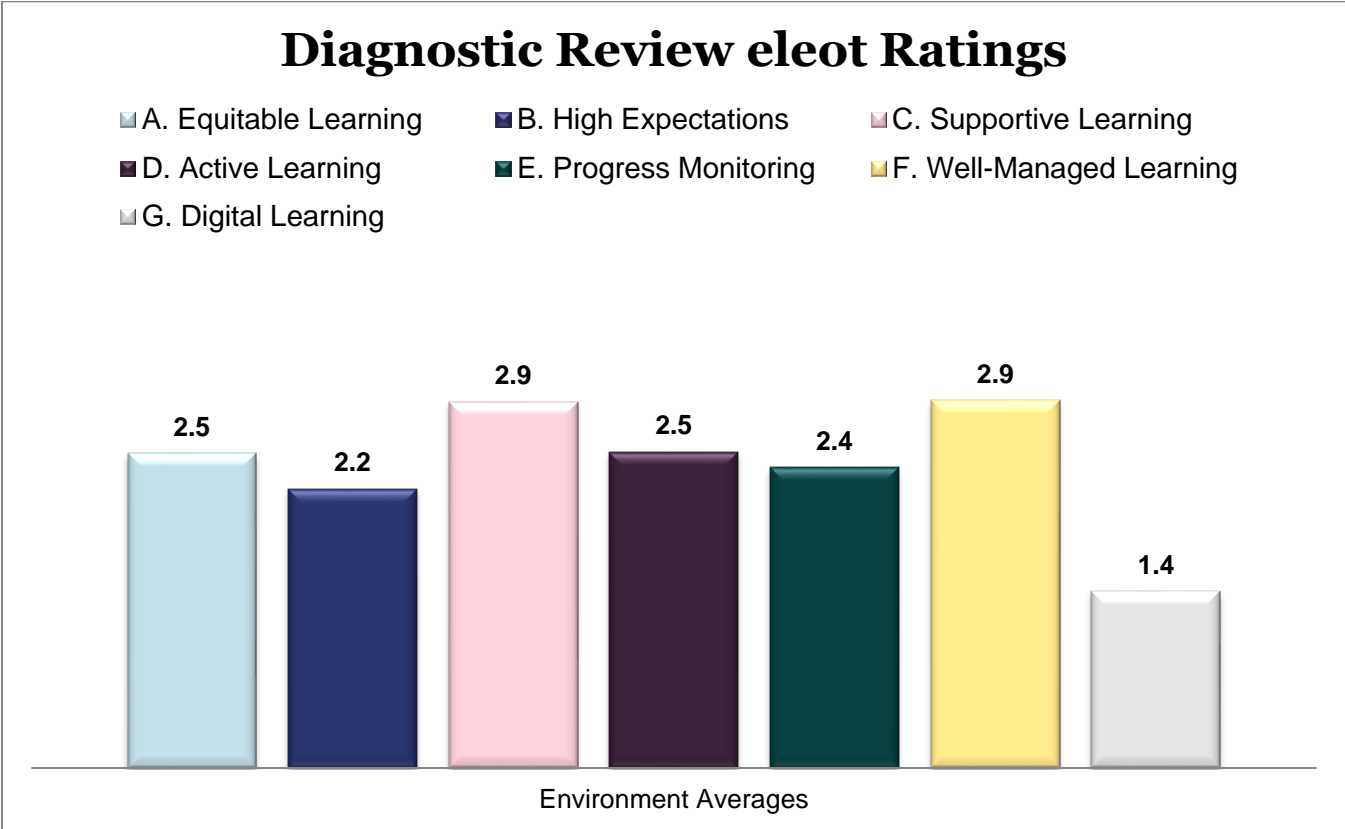
Potential Leader Actions:

- Create a school leadership team that includes the principal, instructional coaches, and grade-level teacher leaders to review the continuous improvement goals, strategies, and actions.
- Collaborate (i.e., the principal) with the school leadership team to develop a 30-60-90-day action plan that aligns with the continuous improvement plan.
- Develop a monitoring process and schedule to ensure the effective implementation of the 30-60-90-day plan.

Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 22 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	32%	27%	36%	5%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	18%	59%	18%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	5%	14%	50%	32%
A4	1.9	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.	36%	41%	18%	5%
Overall rating on a 4-point scale:			2.5			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	27%	32%	32%	9%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	9%	50%	36%	5%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	45%	36%	14%	5%
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).	14%	55%	27%	5%
B5	2.5	Learners take responsibility for and are self-directed in their learning.	9%	41%	36%	14%
Overall rating on a 4-point scale:			2.2			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	23%	55%	18%
C2	2.8	Learners take risks in learning (without fear of negative feedback).	14%	14%	55%	18%
C3	3.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	23%	45%	27%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	9%	59%	27%
Overall rating on a 4-point scale:			2.9			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	9%	23%	64%	5%
D2	2.3	Learners make connections from content to real-life experiences.	14%	55%	23%	9%
D3	2.7	Learners are actively engaged in the learning activities.	5%	41%	36%	18%
D4	2.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	18%	27%	41%	14%
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	2.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	14%	45%	32%	9%
E2	2.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	9%	23%	59%	9%
E3	2.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	9%	32%	50%	9%
E4	2.0	Learners understand and/or are able to explain how their work is assessed.	27%	55%	14%	5%
Overall rating on a 4-point scale:		2.4				

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	5%	18%	59%	18%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	32%	27%	36%
F3	3.0	Learners transition smoothly and efficiently from one activity to another.	9%	18%	41%	32%
F4	2.9	Learners use class time purposefully with minimal wasted time or disruptions.	5%	23%	50%	23%
Overall rating on a 4-point scale:		2.9				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.9	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	14%	36%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	82%	14%	5%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	5%	5%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 22 observations in core content classrooms using the eleot tool. The team also conducted informal observations in non-core content classrooms and common areas.

Several strengths emerged from the observational data. One strength was that the principal and staff members have cultivated a caring and supportive school environment for students. For instance, it was evident/very evident in 86 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” Teachers treated students with respect as shown by it being evident/very evident in 82 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).” The degree of support was also exemplified as it was evident/very evident in 77 percent of classrooms that students have “equal access to classroom discussions, activities, resources, technology, and support (A2).” It was also evident/very evident in 77 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” While observation evidence supported that students are treated fairly and in a consistent manner, the evidence does not support that students are receiving the instruction that they need to foster learning and growth as it was evident/very evident in 41 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities to meet their needs (A1).”

Observational data showed few opportunities for students to engage in challenging, engaging, or rigorous learning. Instances where “learners engage in activities and learning that are challenging but attainable (B2)” were evident/very evident in 41 percent of classrooms. It was evident/very evident in 32 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” In addition to students not being exposed to learning opportunities that promote higher order thinking, it was evident/very evident in 19 percent of classrooms that “Learners demonstrate and/or be able to describe high quality work (B3).”

Classroom observation data revealed a lack of opportunities for learners to monitor their own progress or learn from feedback. For example, it was evident/very evident in 41 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” The team observed that it was evident/very evident that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)” in 68 percent of classrooms. Also, it was evident/very evident in 59 percent of classrooms that students “demonstrate and/or verbalize understanding of the lesson content (E3)”,

and in 19 percent of classrooms that they “understand and/or are able to explain how their work is assessed (E4).”

Observational data did not show that students used technology for collaborative, high-quality learning. Most technology use was by the teacher for instructional information purposes. This was supported by data as it was evident/very evident in 36 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1).” It was evident/very evident in five percent of classrooms that students use technology to “conduct research, solve problems, and/or create original works for learning (G2)” and “communicate and work collaboratively for learning (G3).”

The Diagnostic Review Team found limited evidence to support implementation of the continuous improvement plan, use of data to make instructional decisions, monitoring of instructional expectations, or professional development for teachers in evidence-based instructional practices.

Potential Leader Actions:

- Use tools (e.g., 30-60-90-day action plans, Plan Do Study Act) for continuous improvement to implement and evaluate the effectiveness of instruction and develop next steps for each level of tiered instruction.
- Leverage PLC meeting collaboration time to analyze data to inform instruction and provide professional learning opportunities for teachers about evidence-based instructional practices and differentiated strategies to use based on student needs.
- Provide coaching and support in classrooms for implementation of evidence-based instructional practices and differentiation strategies for student learning.

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 a continuous improvement process with strategies and actions that are based on current data. The continuous improvement plan should include short-term and long-term goals, including procedures for implementation and monitoring for effectiveness.

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

Findings:

Through classroom observations, stakeholder interviews, surveys, student performance data, and a review of documents and artifacts, the Diagnostic Review Team found limited evidence to show the implementation of a continuous improvement process. The compilation of evidence further suggests that there has been little data analysis and instructional focus based on monitoring student progress and improving achievement results.

While evidence shows that students are well-behaved, supported socially and emotionally, and treated fairly, classroom observation data did not indicate that data were analyzed to make instructional decisions or individual student progress was monitored. As discussed previously, it was evident/very evident in 41 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Opportunities for students to "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 68 percent of classrooms. Also, it was evident/very evident in 59 percent of classrooms that students "demonstrate and/or verbalize understanding of the lesson content (E3)", and in 19 percent of classrooms that they "understand and/or are able to explain how their work is assessed (E4)."

Stakeholder interviews further supported observation data. For example, interview evidence indicated a limited number of processes and procedures exist to provide clear expectations and support for teaching and learning. Teachers, leaders, and students could not clearly articulate instructional practices and interventions to address students' individual learning needs. Interview evidence confirmed that there are some procedures and resources for data collection; however, teachers were unable to articulate the expectations for implementing and using resources. For example, teachers were provided data binders, but they reported that they did not know what should be put into the binders. The team reviewed data binders; however, teachers reported that they lacked an understanding of how to use the data that was to be collected and noted in the binders.

Interviews, informal observations, and documentation evidence of MTSS meeting agendas also indicated that Measures of Academic Progress (MAP) data were only used twice (i.e., at the beginning of the year and in January) to sort groups of students for intervention. The team conducted an informal observation of a meeting and found that participants were engaged in learning the definition of formative assessments. The overview presentation materials, however, listed that weekly PLC meetings were used to analyze the MAP and Kentucky Summative Assessment (KSA) data to meet the unique needs of students. Observation data indicated that student performance data were primarily referenced for review and no other data were provided. Additionally, interviews indicated that teachers are not required to bring any data to PLC, MTSS, or grade-level meetings. Interviews also indicated that these meetings consisted of discussions based on specific topics or individual student needs. Observational evidence shows that it was evident/very evident in 41 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities to meet their needs (A1)."



Stakeholder survey data also revealed that while 79 percent of educators agreed/absolutely agreed that “in the past 30 days, I provided opportunities for learners that align to their needs (18),” and 75 percent agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).” The educator survey also showed that 68 percent agreed/absolutely agreed that “At my institution, we base our improvement efforts on learners’ needs (5).” The student survey showed 69 percent of students agreed/absolutely agreed that “in the past 30 days, I had support when I needed it (18)”, and family survey results indicated that 69 percent agreed/absolutely agreed that “In the past 30 days, my child had learning experiences that were unique to their needs (17).”

Student performance data, as detailed in the appendix of this report, suggest that there has been little data analysis and instructional focus based on improving results. The 2020-21 school administration of MAP assessments for grades kindergarten through five indicated that students showed inconsistent growth overall. In math, students’ growth index decreased in all grades except second grade from the fall to spring test. In reading, grades kindergarten, second, third, and fourth showed some growth. However, in first and fifth grades, students’ overall growth index declined in reading on the MAP assessment from the fall to spring test. The largest decrease in student growth was in fifth-grade reading and math.

The 2021-22 KSA results indicate the need for ongoing data analysis and progress monitoring. All grade levels showed a large achievement gap when compared to the state average for proficient/distinguished.

In third-grade reading, 15 percent of students scored proficient/distinguished while the state average was 45 percent. In fourth-grade reading, 12 percent of students scored proficient/distinguished compared to the state average of 46 percent. In fifth-grade reading, 19 percent of students scored proficient/distinguished compared to the state average of 45 percent. Third-grade math data showed 18 percent of students scored proficient/distinguished while the statewide average was 38 percent.

The most significant needs of the school currently are reflected in the limited evidence found for data management, monitoring, and instructional adjustments to meet the needs of all learners. Data points are limited to the MAP and KSA scores, which tend to generate a reactionary response that is too far removed from instructional implementation to be effective. The current paradigm is that instruction drives the data without any viable response to alter the current course. The team encourages the school to develop a system where roles are reversed, student data serves as a predictor, and instruction is then adjusted to meet the needs of the students.

Potential Leader Actions:

- Connect the existing positive culture for learners, parents, and educators to the purpose and goals of a continuous improvement process through evaluating the mission, vision, and core beliefs of stakeholders.
- Align the PLC framework to the continuous improvement goals where data are analyzed and instructional decisions are based on student learning needs.
- Develop and monitor instructional expectations that focus on student learning needs by prioritizing a weekly walkthrough schedule to ensure consistency in implementation and provide feedback and coaching.

Improvement Priority 2

Develop and or adopt, implement, and monitor a viable curriculum in all core content areas that is research based, aligned to the Kentucky Academic Standards, based on high expectations, and prepares students for the next level.

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

Findings:

While evidence supports that the school has a reading and math program with pacing guides, the team found no viable curriculum for reading, math, science, or social studies that was aligned to the Kentucky Academic Standards (KAS).

Classroom observation data, as previously discussed, showed that in 41 percent of classrooms it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." To master standards, students need opportunities to practice at the performance level of expectations. In 19 percent of classrooms, it was evident/very evident that "learners demonstrate and/or are able to describe high quality work (B3)", and 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)." Team observations revealed that it was evident/very evident in 41 percent of classrooms that students "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and in 19 percent of classrooms that they "understand and/or are able to explain how their work is assessed (E4)."

Students in all classrooms were well-behaved, congenial, and helpful. Students were compliant in responding to directions and expectations. The team suggests that leadership leverage the established culture and climate to provide collaborative and targeted learning experiences for all students.

While staff interviews revealed that all faculty members are involved in weekly meetings related to planning, staff shared that they were not directly involved in analyzing data and had no input into establishing the pacing of standards.

As stated earlier, when asked specifically about how data are used to improve student learning and performance, staff members expressed a need for a more defined process for using the data to increase student performance. Teachers shared that they participated in professional learning on the school's instructional model called The Bellevue Classroom. The team, however, suggests the school provide ongoing professional discussions on the Bellevue Classroom and provide targeted coaching and model the effective use of the adopted instructional programs. Stakeholder interview and observation data revealed little differentiation of instruction in core reading and math classes. The team also noted that the Scholastic Reading program is inconsistently implemented. Interview evidence also suggested that limited training has occurred on the newly adopted math program, Unbound Ed, which has resulted in little use of the program. Teachers expressed that the Scholastic Reading program has been helpful and reported feeling more comfortable with it in the second year of implementation; however, they also said there is no math curriculum and few resources. The math pacing guides were helpful, but teachers had to find their own resources for math instruction.

The team found that observation data also showed few opportunities for challenging, engaging, or rigorous learning. Instances where "learners engage in activities and learning that are challenging but attainable (B2)" were evident/very evident in 41 percent of classrooms. It was evident/very evident in 32 percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." In addition to students not



being exposed to learning opportunities that promote higher order thinking, it was evident/very evident in 19 percent of classrooms that “Learners demonstrate and/or be able to describe high quality work (B3).”

A review of teacher lesson plans indicated that while parts of the Bellevue Classroom instructional model are being used, most teachers reported that they lacked an understanding of how the program translates into instructional practice in the classroom. Lesson plans do not reference any of the KAS for any subject.

The stakeholder survey data revealed that 68 percent of educators agreed/absolutely agreed that "in the past 30 days, I followed a process where I tried and assessed different strategies to improve my practice (23)" and 62 percent of students agreed/absolutely agreed that "In the past 30 days I had lessons that made me think in new ways (15)." Forty-six percent of educators agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12)” and 57 percent of educators agreed/absolutely agreed that “At my institution, we provide an instructional environment where all learners thrive (9).” However, when asked to describe how they provide differentiation, stakeholders were unable to provide an example other than in small groups. Elementary student surveys revealed that 66 percent of students agreed/absolutely agreed that "In the past 30 days, I had different tools to help me learn about things I like (16).”

Data analysis supports the team’s findings that while efforts are being made to collaborate and plan lessons using the resources available, discussions about the consistent practice of addressing the level of rigor included in the KAS are not part of instructional planning. In addition, from stakeholder interviews and the absence of curriculum documentation, the team found no evidence to support the implementation of a viable curriculum to provide instructional best practice guidelines.

Parents and students expressed support for the after-school programs designed to assist students with learning needs. As stated earlier, the opportunity to expand the focus of instructional practices to include collaborative, engaging, leveled, and challenging activities for students are suggested as a next step for leadership and staff.

Other than the data provided to the team during the school overview presentation, the school provided no documents and artifacts to show the effectiveness of the current instructional/intervention programs. The team found little evidence indicating that professional development focuses on analyzing data and using findings to plan and adapt instruction. While the school had an observation tool, the team found little observation data being used to monitor instructional expectations.

Potential Leader Actions:

- Develop or adopt a viable curriculum in all core content areas that is research based and aligned to the KAS.
- Provide professional development for teachers in unpacking the KAS.
- Provide ongoing training, coaching, and modeling for teachers in the implementation of Scholastic Reading and Unbound Ed.
- Monitor the instructional expectations for including standards in lesson plans and the implementation of Scholastic Reading and Unbound Ed.

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 requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school. The principal has led the establishment of a positive, caring, and welcoming school culture as evidenced through elect walkthrough data, stakeholder interviews, stakeholder survey data, and informal observations. Additionally, the principal has led the development of emergency plans and established a process for MTSS. The principal has also established a new parent teacher organization and is working on programs to increase community involvement. Multiple stakeholders in various roles perceive the instructional coach as the instructional leader in the building as evidenced through interviews. Most stakeholders also stated the principal was very busy dealing with behavior and management issues. Student achievement has continued to decline over the past three years. Although forms for teacher walkthroughs (based on the instructional model created by the district, known as The Bellevue Classroom) were provided to the team, the team found no evidence showing that the forms were used or how the data informed decision-making. Walkthrough and assessment data shows a lack of instructional rigor in the classrooms.

The principal needs to create a system to ensure that KAS are taught at the appropriate level for which the students are being assessed on the KSA. The principal, leadership team and teacher leaders have set a foundation to increase student learning but should now assess and develop the capacity of staff to take teacher effectiveness and student achievement to the next level. Since the majority of teachers have three years or less experience, the principal must create a strenuous new teacher induction program that promotes coherence and gives teachers the tools they need to be successful. The principal should have high expectations for teachers to provide students with high-yield instructional strategies and engaging lessons, and teachers should have high expectations for students to make significant gains in achievement regardless of their barriers. The school uses

the district vision and mission statement. The principal has not led the faculty, staff, and stakeholders to create a common vision and mission that guides all decision-making and keeps the focus on student learning. The principal needs to engage stakeholders in the process of creating a common mission, vision, and set of core values. Once developed, methods of continuous improvement should be initiated to fulfill the vision and mission based on the school's core values. According to stakeholder interviews, the school's culture, climate, and student behavior have improved during the principal's tenure at the school. The principal is well-liked by the faculty, staff and parents and is considered very approachable as evidenced in various stakeholder interviews. However, the principal needs to take the lead and become the instructional leader in the school and leverage a common mission, vision, and core beliefs to increase student achievement in a student-centered, data-driven and evidence-based environment.



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
Betsy Sanchez	Betsy Sanchez has over 25 years of experience as a classroom teacher and district specialist. Additionally, she was an Alabama Department of Education school improvement specialist and a regional district coach. She served as an instructional specialist and gifted coordinator for 56 schools in the Jefferson County District in Birmingham, Alabama. As an instructional specialist, Betsy trained and supported a team of six secondary district coaches in school improvement processes. Currently, Betsy serves as a Cognia Process Coach, Lead Evaluator for Diagnostic Reviews, and a professional consultant.
Jim Hamm	Jim Hamm has more than 35 years of experience as a teacher and administrator. He is currently serving the Kentucky Department of Education as an Educational Recovery Leader. He has served as both an elementary and high school principal. He also served in various central office positions. The last several years of his career were spent on a memorandum of agreement with the Kentucky Department of Education. He served as a Professional Growth and Effectiveness Lead, Educational Recovery Leader, State Assistance Monitor and State Manager during this time. Jim believes that every student in Kentucky should have access to a quality education no matter where they live.
Dr. Rachel Yarbrough	Dr. Rachel Yarbrough has over 33 years of experience in K-12 public education, higher education, and at the state department of education. Her public education experience includes serving as a teacher, school counselor, principal, district-level administrator, and superintendent/finance officer. Her higher education experience includes being the dean of a school of education and clinical professor in educational leadership. She is currently a clinical assistant professor in the University of Louisville's Advanced Leadership Program, and she also serves as a superintendent liaison to the Kentucky Commissioner of Education. As a University of Louisville clinical assistant professor, Dr. Yarbrough teaches coursework in both the principal and superintendent degree/certification programs. As a superintendent liaison to Kentucky's Commissioner of Education, Dr. Yarbrough works with local superintendents and district-level educational leaders in the Western Kentucky Educational Cooperative, the Green River Region Educational Cooperative, and the Ohio Valley Educational Cooperative.
Josh Blevins	Joshua Blevins has over 18 years of experience in education. Mr. Blevins is currently working with the Kentucky Department of Education as an Educational Recovery Leader. In this position, Mr. Blevins works with schools that have been identified in need of Comprehensive Support and Improvement. Working with the school administration and staff, his objective is to improve student outcomes by addressing the student-, teacher- and school-level factors that drive achievement gains. Mr. Blevins previously served the Casey County School District in Liberty, Kentucky as director of district-wide programs (2 years), high school principal (8 years), assistant principal (3 years), and middle grade mathematics teacher.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	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.	1

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.	1
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.	1
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	1

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	1
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	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
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	1

Student Performance Data

School Name: Grandview Elementary

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	15	45
	4	12	46
	5	19	45
Math	3	18	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	13	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

Plus

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

Delta

- All tested subjects and grade levels' scores were 20 percentage points or more below the state average.
- Third-grade reading scores were 30 percentage points below the state average.
- Fourth-grade reading scores were 44 percentage points below the state average.
- Third-grade math scores were 20 percentage points below the state average.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	15	18	N/A	N/A	N/A	N/A
Female	12	*	N/A	N/A	N/A	N/A
Male	*	29	N/A	N/A	N/A	N/A
African American	*	*	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)	14	17	N/A	N/A	N/A	N/A
Economically Disadvantaged	*	12	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	11	19	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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
Non-English Learner	15	18	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	15	18	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	15	18	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- Third-grade math scores for economically disadvantaged students were six percentage points lower than the scores of all students.

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	12	*	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	10	*	*	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)	13	*	*	N/A	N/A	N/A
Economically Disadvantaged	8	*	*	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	15	*	*	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	13	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	13	*	*	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	12	*	*	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 as a plus.

Delta

- Fourth-grade reading scores for economically disadvantaged students were four percentage points lower than the scores of all students.

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	*	*	N/A	13	*	*
Female	*	*	N/A	21	*	*
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	12	*	*
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	10	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	13	*	*
Non-English Learner or Monitored	*	*	N/A	13	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	13	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Fifth-grade female students scored eight percentage points higher in social studies than all students tested at that grade level.

Delta

- All fifth-grade social studies scores for economically disadvantaged students and students without an individualized education plan (IEP) were lower than the scores for all students in social studies.

Measures of Academic Progress (MAP) Fall 2021–Spring 2022; ELA/Reading

MAP English Language Arts/Reading						
Grade	Fall			Spring		Growth Index
	Total Number of Growth Events	Achievement Percentile		Total Number of Growth Events	Achievement Percentile	
K	42	77		42	78	0.19
1	36	70		36	50	-1.24
2	29	5		29	12	1.07
3	31	16		31	22	0.51
4	32	4		32	6	0.17
5	29	17		29	9	-1.45

Measures of Academic Progress (MAP) Fall 2021–Spring 2022; Math

MAP Math						
Grade	Fall			Spring		Growth Index
	Total Number of Growth Events	Achievement Percentile		Total Number of Growth Events	Achievement Percentile	
K	42	85		42	82	-0.09
1	36	60		36	54	-0.32
2	28	9		28	13	0.38
3	31	16		31	13	-0.54
4	32	4		32	3	-0.51
5	29	2		29	1	-1.03

Schedule

Monday, December 05, 2022

Time	Event	Where	Who
4:00 p.m. – 5:00 p.m.	Principal Overview Presentation	School	School Principal Diagnostic Review Team Members
5:30-7:30	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 06, 2022

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, December 07, 2022

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, December 08, 2022

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

