

Cognia Diagnostic Review Report

**Results for:
Knott County Schools**

January 23-26, 2023

Table of Contents

- Introduction 2**
 - Performance Standards Evaluation..... 2
 - Insights from the Review 3
 - Potential Leader Actions: 4
- Effective Learning Environments Observation Tool (eleot) Results 5**
 - eleot Narrative 9
- Improvement Priorities 11**
 - Improvement Priority 1 11
 - Potential Leader Actions: 12
 - Improvement Priority 2 13
 - Potential Leader Actions: 14
 - Your Next Steps 14
- District Capacity in Diagnostic Review 155**
- Team Roster 17**
- Appendix..... 18**
 - Cognia Performance Standards Ratings..... 188
 - Key Characteristic 1: Culture of Learning 18
 - Key Characteristic 2: Leadership for Learning..... 21
 - Key Characteristic 3: Engagement of Learning 25
 - Key Characteristic 4: Growth in Learning 27
 - Student Performance Data..... 30
 - Schedule..... 1

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	11
Building-Level Administrators	1
School Board Member	3
Certified Staff	2
Noncertified Staff	3
KDE Staff	3
Students	5
Parents	8
Total	36

Performance Standards Evaluation

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



institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

Knott County Schools demonstrated strengths in many areas related to student success, organizational effectiveness, and continuous improvement, as evidenced by interview, survey, and observational data and a review of artifacts and documents. The district described the seven schools as having respect, equity, and inclusion with students being the priority. The motto is "We shape the future, one student at a time." The vision, mission, and current Comprehensive District Improvement Plan (CDIP) were crafted through a collaborative process with the district's stakeholders. In 2019, two schools in Knott County were identified for Comprehensive Support and Improvement (CSI) schools. As a result, the district decided to revisit its vision and mission statements. Committees were formed at each school and at the district level with the charge to "revitalize" or develop a new district vision and mission statement based on the shared beliefs of all stakeholders. School-level committees continued to refine and develop their school-specific vision and mission statements. The current CDIP drives improvement in conjunction with Key Core Work Processes and evidence-based practices.

District leaders displayed collegiality, collaboration, and support for growth among professional staff. Stakeholders, including district staff, board members, parents/family members, and school-level staff indicated an awareness of district and school goals and collective efforts to achieve those goals to provide a quality education for all students. The superintendent clearly understands the turnaround process and is committed to improving student achievement and professional practice throughout the district.

Interviews with district-level leadership and school-based practitioners indicated that strong relationships and partnerships exist that provide collaborative and shared leadership opportunities to advance improvement efforts. These opportunities include district leadership team meetings twice each month, principal meetings, and weekly school administrator meetings with an assigned district administrator liaison. These partnerships have allowed the district to provide various support services to school staff members to help them address the physical, social, and emotional needs of students. District and school leaders shared that they valued collaboration as a means to improve educational opportunities for students.

Survey, interview, and observational data and a review of artifacts indicated that strengths and opportunities for improvement exist. The team found that district-level leadership had developed processes and structures to support student engagement and growth in learning. For example, preliminary measures, such as various walkthrough and professional learning community (PLC) protocols, were formulated. However, the team found a lack of longitudinal walkthrough data. Also, schools are at various implementation levels in their PLC practices. Continued refinement and consistent use of these systems and processes could help ensure instruction is monitored and adjusted consistently and teacher instructional capacity is improved.

Curriculum, instruction, and assessment practices were identified as opportunities for improvement in the district. District leadership interviews revealed the district had developed systems and processes (e.g., curriculum cadres,



common assessments, curriculum mapping, pacing guides) to impact instructional practices and learning across the system. However, classroom observational data revealed limited use of evidence-based and rigorous instruction characterized by high expectations and learner understanding of lesson content. Team members did not find observable evidence of high-quality work and meaningful feedback to students.

A review of artifacts indicated that the district is in the process of implementing a comprehensive assessment system that generates a range of data about student learning and system effectiveness to use for guiding decisions about continuous improvement. The district is also working to create a balanced assessment system. The district leadership team developed an assessment blueprint that shows scheduled assessments throughout the year. At the elementary and middle levels, various assessments (e.g., Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP], Phonological Awareness Screening Test [PAST], Collaborative Assessments Solutions for Educators [CASE]/Mastery View predictive benchmark, College Equipped Readiness Tool [CERT], and the Kentucky Summative Assessment [KSA]) are used to monitor student learning. During the overview presentation to the Diagnostic Review Team, the superintendent indicated that "Knott County Schools is working to improve the process of creating the balanced assessment system to include state assessments, interim assessments, benchmark assessments and common classroom assessments." Common assessment work has also been done in math and reading. District leaders reported the district had purchased item banks for common assessments that were not always congruent with the intended Kentucky Academic Standards (KAS); however, they pointed out that item bank questions allow teachers and district leaders to engage in an item analysis process during content cadre meetings held with math and English/language arts (ELA) teachers.

Due to the assessment blueprint and schedule being analyzed and updated this school year, the team recommends the district continue monitoring its comprehensive data assessment system and districtwide curricular and instructional initiatives to determine if verifiable growth in student learning is occurring. This process could be used to identify learning gaps and prioritize and connect all systems across the district. By evaluating the impact and success of new or existing initiatives, the district would be able to make informed decisions using supporting evidence to identify effective strategies and programs and also pinpoint needed modifications to curriculum and instruction to address student needs. In addition, evidence gathered through this process can be used to determine resource allocation for programs to support the district and schools in achieving the mission and vision.

District leadership interview data suggested a willingness, desire, and an urgency to improve the educational experience and learning opportunities provided to students at Beaver Creek Elementary School (K-5 and 6-8). Therefore, the team encourages the district to use the Improvement Priorities in the district and school reports to build upon the established foundation of growth and improvement. This emphasis will ensure all students receive a challenging and equitable education through the implementation of a rigorously aligned curriculum, differentiated learning experiences, improved instructional practices, and data-driven continuous improvement planning. With a vision and mission established, the next step for the district's continuous improvement journey is action planning, followed by implementation, monitoring, and adjusting instruction based on each learner's needs.

Potential Leader Actions:

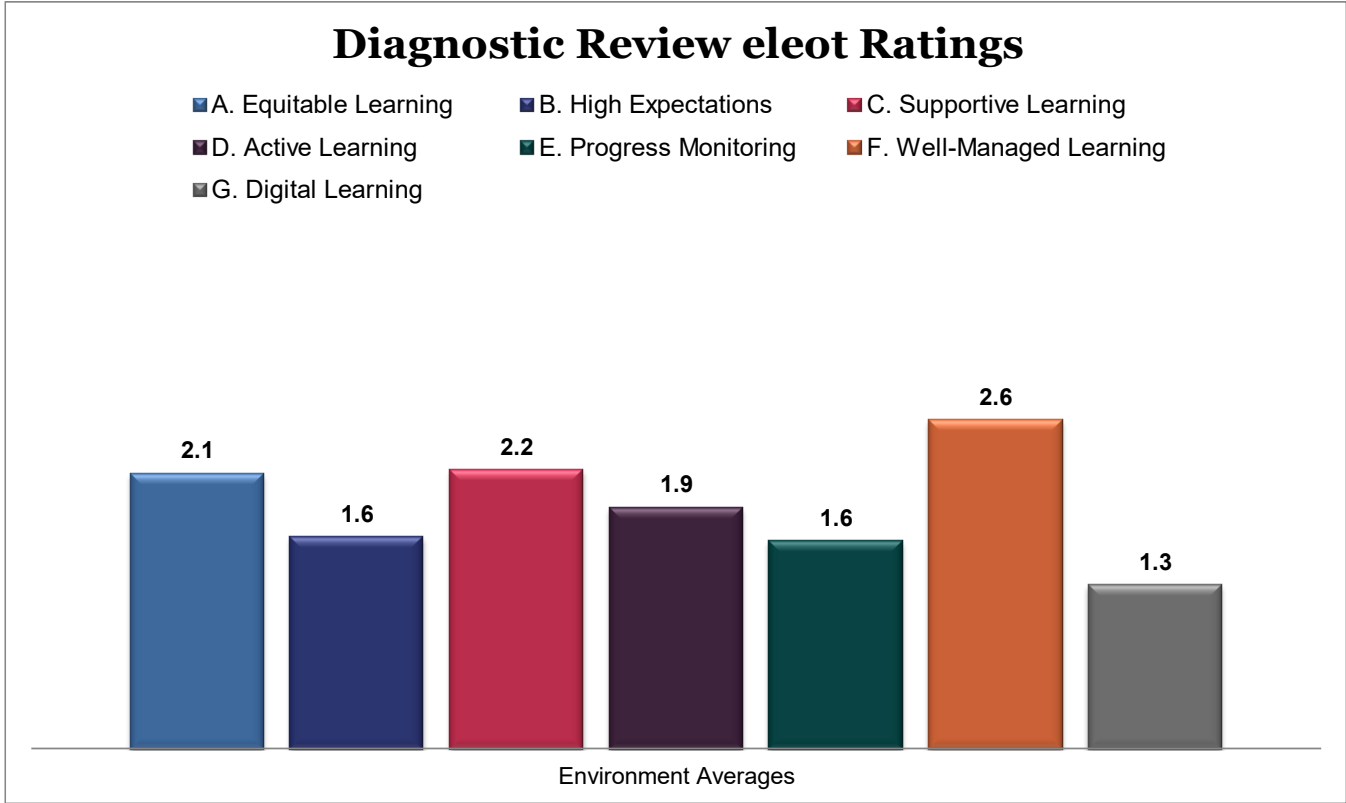
- Leverage the use of the data from the district's assessment system and PLC structure to provide faculty with explicit training on evidence-based instructional strategies that promote student engagement and aligning content to the KAS.
- Expand the use of walkthrough data to include longitudinal tracking to determine improvements over time.
- Expand the access of instructional supervisors and liaisons to schools to support instructional staff members' implementation of evidence-based and rigorous instruction characterized by high expectations, as well as learner understanding of lesson content.



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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	65%	20%	15%	0%
2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	50%	45%	5%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	5%	20%	75%	0%
A4	1.8	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.	35%	50%	15%	0%
Overall rating on a 4-point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	50%	40%	10%	0%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	30%	50%	20%	0%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	60%	25%	15%	0%
B4	1.5	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	55%	40%	5%	0%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	45%	45%	10%	0%
Overall rating on a 4-point scale:			1.6			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	15%	60%	25%	0%
C2	1.8	Learners take risks in learning (without fear of negative feedback).	40%	45%	15%	0%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	65%	30%	0%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	35%	60%	0%
Overall rating on a 4-point scale:			2.2			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	25%	60%	15%	0%
D2	1.7	Learners make connections from content to real-life experiences.	45%	45%	5%	5%
D3	2.2	Learners are actively engaged in the learning activities.	15%	55%	30%	0%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	50%	25%	25%	0%
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	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	55%	40%	5%	0%
E2	1.8	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	35%	55%	10%	0%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	35%	55%	10%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	60%	35%	5%	0%
Overall rating on a 4-point scale:			1.6			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	0%	25%	75%	0%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	15%	75%	5%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	20%	20%	60%	0%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	15%	45%	40%	0%
Overall rating on a 4-point scale:			2.6			



G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	75%	10%	10%	5%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	85%	10%	0%	5%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	95%	0%	5%	0%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Teams conducted a total of 20 eleot observations during their reviews at Beaver Creek Elementary School. There were eight eleot observations conducted at the middle school level (grades 6, 7, and 8) and 12 eleot observations conducted at the elementary level (grades 1, 2, 3, 4, and 5). The team also conducted informal observations throughout the building. The overall ratings on a four-point scale for the seven learning environments ranged from a low of 1.3 for the Digital Learning Environment to the highest rating of 2.6 for the Well-Managed Learning Environment.

Classroom observational data showed it was evident/very evident in 75 percent of classrooms that “learners speak and interact respectfully with teachers and each other (F1)”, suggesting this is an emerging strength. The team also identified a strength in that learners who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)” were evident/very evident in 80 percent of classrooms. School administrators noted that student behavior is a major focus this year and that learners are following the rules at a higher rate than the previous year. While observing transitions, students were polite and respectful to peers and adults. Transitions from one activity to another, however, showed room for improvement as it was evident/very evident in 60 percent of classrooms that “Learners transition smoothly and efficiently from one activity to another (F3).” In addition, the teams noted off-task behaviors with few instances of teachers redirecting students’ attention to the lesson. For example, it was evident/very evident in 40 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions (F4).”

During classroom observations, it was evident/very evident in 60 percent of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (C4)” and it was evident/very evident in 75 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).” Survey data yielded similar results. For example, 55 percent of students agreed/absolutely agreed that “The adults show that they care about us (7).” In addition, student interviews conducted by the middle and elementary Diagnostic teams revealed that learners felt their teachers prepared for lessons and that they were given opportunities to participate. Parent interviews revealed that they felt like neighboring schools had more access to resources and that other schools had better facilities.

The team was concerned about the lack of progress monitoring. For example, learners who “understand and/or are able to explain how their work is assessed (E4)” were evident/very evident in five percent of classrooms, and it was evident/very evident in five percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their progress is monitored (E1).”

Another area that the team identified for needed improvement was the low level of academic expectations and instructional rigor. In five percent of classrooms, for instance, it was evident/very evident that “Learners engaged in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” In 10 percent of classrooms, it was evident/very evident that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Survey data yielded similar results. For instance, 38 percent of educators agreed/absolutely agreed that “At my institution, we uphold high expectations for learning (12).” Both Diagnostic Review teams (at the elementary and middle grades) observed that in most classrooms there was limited higher-order thinking or high levels of rigor.

In most classrooms, whole-group instruction was implemented. The teams found a lack of differentiated instruction with little consideration for students’ needs or interests. Classroom observational data showed that in 15 percent of classrooms, it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)”. Survey data showed that 76 percent of elementary students and 46 percent of middle school students agreed/absolutely agreed that “in the past 30 days, I had lessons that made me want to learn new things (12)” and 36 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).”

Potential Leader Actions:

- Develop and implement a plan to ensure teachers are using data and evidence-based instructional strategies to differentiate instruction based on the individual needs of their students.
- Monitor the newly implemented “Direct Explicit Instructional Model Lesson Plan” created by school-based leadership to ensure KAS are being met and an appropriate level of rigor and depth of knowledge is included.
- Monitor evidence-based practices in Tier I instruction to ensure learners engage in rigorous coursework, discussions, and/or tasks that require higher-order thinking.
- Monitor student learning, provide ongoing feedback, and adjust instruction to identify strengths, weaknesses, and gaps in student learning.
- Establish a protocol for teachers to regularly provide feedback to students and parents on learner progress toward mastery 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

Engage professional staff members in implementing and monitoring a formalized continuous improvement process that includes the collection and analysis of data to inform a balanced assessment system and meet the needs of all students.

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

Findings:

Student performance data, as detailed in the KSA in 2021-22 for Beaver Creek Elementary School (K-8), suggested that the district had opportunities for improvement by monitoring and adjusting instruction to meet the differentiated needs of learners and achieve the desired learning targets. An analysis of KSA student performance data revealed that elementary and middle school students performed below the state average in every content area and at every grade level. In reading, 14 percent of fourth-grade students scored proficient/distinguished compared to 46 percent statewide. In sixth grade, 39 percent of students scored proficient/distinguished in reading compared to 44 percent statewide. Also, 29 percent of seventh-grade students scored proficient/distinguished in reading compared to 43 percent statewide. Twenty percent of eighth-grade students scored proficient/distinguished in reading compared to 44 percent statewide. Student performance data in math were suppressed in all grades for public reporting.

Parent interviews indicated a lack of consistency in student behavior expectations and instructional practices across teachers and grade levels. Multiple stakeholders stated the need for clearly defined, communicated, consistently implemented, and monitored expectations to create consistency in the schools and district. Also, limited resources were a common theme mentioned by stakeholders due to the perception that Beaver Creek Elementary and Middle have been ignored for years with few resources provided for the schools. That being said, parents and family members expressed a firm commitment to the schools and for the new principal. Parents universally expressed confidence that the principal could move the school forward.

Stakeholder perception results support the need to establish clear expectations for teaching and learning, specifically to implement and monitor a formalized continuous improvement process that includes using collected and analyzed data to meet the needs of all students. Survey data revealed that 53 percent of middle school students agreed/absolutely agreed that "adults try new things to improve our school (6)." Family survey responses indicated that 54 percent of family members agreed/absolutely agreed that "adults are committed to trying new things to improve (6)." Similarly, educator survey responses to the statement, "at my institution, we base our improvement efforts on learners' needs (5)" revealed that 50 percent agreed/absolutely agreed.

While elementary school student survey data revealed that 84 percent agreed/absolutely agreed that "the adults help us believe we can do things (5)", survey results indicated a lack of consistency regarding students working on lessons designed to meet their needs. For example, middle grade student data revealed that 36 percent agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)." Family survey responses revealed that 58 percent agreed/absolutely agreed that "In the past 30 days, my child had instruction that was changed to meet their needs (15)." Additionally, educator survey responses indicated that 57



percent agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).”

Classroom observational data indicated that students are not informed about how their work will be assessed. The Progress Monitoring and Feedback Learning Environment at Beaver Creek Elementary School received an overall rating of 1.6. During classroom observations, it was evident/very evident in five percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” Similarly, it was evident/very evident in five percent of classrooms that “Learners understand and/or are able to explain how their work is assessed (E4).”

The district has established a foundation for improving teacher effectiveness and establishing a continuous improvement process that includes using collected and analyzed data to inform a balanced assessment system and meet the needs of all students. Many foundational pieces and initial structures that will monitor various programs and practices have only recently been implemented. A review of artifacts and documents revealed that the district has used 30-60-90-day plans to monitor their CDIP, developed an assessment blueprint and schedule, and started conducting monthly district data meetings with principals.

In addition, the district has set up a PLC Google drive where all schools record their PLC meeting minutes so that progress monitoring can occur by district leadership. District leadership reported that there had been much work conducted around PLCs; however, schools are at varying levels of PLC implementation.

A lack of urgency for improvement was reported by district and school leadership. This is a threat to effectively implementing high-quality instructional resources and focusing on student learning. Also, the absence of a consistent system to monitor curriculum implementation and effectiveness is an area of concern and should be a priority. The district has not established a systematic plan to support schools in the development and implementation of student interventions. District leadership indicated that they are proud of starting a Mutli-Tiered System of Supports (MTSS) team at the district level; however, MTSS protocols are at various stages across the schools. Data showed a need for a consistent and comprehensive MTSS district-wide plan. A protocol and monitoring tool for a system of tiered interventions is a need and should be considered a priority.

Potential Leader Actions:

- Continue developing, implementing, and monitoring a robust district-wide MTSS plan that includes consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI) expectations.
- Develop and implement a social and emotional learning component within the MTSS.
- Continue developing common assessments in all content areas across the district. Ensure a balanced assessment system that provides valid student data to inform planning and instruction is implemented with fidelity.



Improvement Priority 2

Develop and monitor a formal, systematic process of adjusting instructional practices to advance and deepen individual learners' knowledge and understanding of the curriculum.

Standard 22: Develop and monitor a formal, systematic process of adjusting instruction based on individual classroom and student data.

Findings:

Student performance data, as detailed in the appendix to this report and as previously discussed, indicated the district needs to develop and monitor a formal, systematic process of adjusting instruction based on individual classroom and student data. Student performance data summarized under Improvement Priority 1 of this report were also considered by the Diagnostic Review Team to identify Improvement Priority 2. Furthermore, classroom observational data revealed that the district inconsistently used assessment data gathered through formal and informal methods to monitor learners' progress or make informed decisions regarding curriculum and instruction.

The classroom observational data indicated the High Expectations Learning Environment received an overall rating of 1.6. The team was concerned by the low level of rigor in many lessons. During observations, for instance, it was evident/very evident in 20 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." Furthermore, it was evident/very evident in five 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, students who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 10 percent of classrooms.

The team also was concerned with the lack of student engagement. Observational data, for instance, revealed it was evident/very evident in 15 percent of classrooms that "learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)" and it was evident/very evident in 10 percent of classrooms that "Learners make connections from content to real-life experiences (D2)." Furthermore, it was evident/very evident in 30 percent of classrooms that "Learners are actively engaged in the learning activities (D3)."

Stakeholder survey data revealed that the district had opportunities for improvement in providing a robust teaching and learning process to ensure instruction was monitored and adjusted to meet the diverse needs, interests, and potential of learners. Survey data indicated 57 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests and potential (8)." Similarly, survey data revealed that 58 percent of families agreed/absolutely agreed with the statement, "In the past 30 days, my child had instruction that was changed to meet their needs (15)." Additionally, 36 percent of middle school students agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that were changed to meet my needs (13)." Finally, 38 percent of educators agreed/absolutely agreed with the statement, "At my institution, we provide an instructional environment where all learners thrive (9)."

District leadership interviews revealed a common theme around the importance of teacher capacity specific to the consistent delivery of the district-approved curriculum through standards-based instruction. Stakeholder interviews suggested that teachers participate in PLC meetings and follow expectations and protocols to connect data analysis and Clarity for Learning/Teacher Clarity work; however, formal and informal observations demonstrated this practice is in the beginning stages at the elementary and middle schools. While stakeholders said these initiatives and the implementation of newer curriculums (e.g., Wit and Wisdom, Geodes, enVision Math 2.0, Amplify Science, My World Social Studies) vary in implementation levels, they signify work toward a systems approach to teaching and learning. The team found curriculum mapping and pacing guides in math; however, multiple district leaders noted this process was not as far along as originally planned due to disastrous flooding that rendered some facilities unusable and delayed the start of the 2022-23 school year.



A review of documents and artifacts indicated that the district had planned to roll out and establish the current year's professional development meeting agenda during institute days at the beginning of the school year. Discussion and training around processes, programs, and future initiatives (e.g., MTSS, Mastery Connect, Kagan strategies, various curriculum reviews) were planned but never occurred due to the delay in opening schools by approximately one month. While a review of artifacts indicated there was a district professional development plan, the team did not find concrete steps about rescheduling the missed professional development. Furthermore, the team found a lack of longitudinal data from instructional and curricular monitoring processes to demonstrate improvements in student learning and changes to instructional practices over time. Although walkthrough data and processes are becoming routine throughout the district, changes in data sets are not kept to compare longitudinal results.

District-level administrators and school leadership indicated these strategies (e.g., conversations about high-yield instructional strategies) were not fully embedded into teachers' daily practices. Furthermore, interviews with district-level leadership and school administrators revealed rigorous core instruction, student engagement, and differentiation of instruction continued to be challenging. These data were substantiated by classroom observational data and overall student performance results on the KSA.

Potential Leader Actions:

- Continue refining the professional learning community (PLC) process to ensure consistent implementation with fidelity across the district.
- Develop and continually refine a formal and systematic process for analyzing trends and current student performance and behavior data to deepen teachers' understanding of individual student needs.
- Continue supporting school leaders in collecting appropriate data, and help teachers use data to adjust instructional practices.
- Ensure that adopted curriculums are implemented with fidelity and consistency in all schools.
- Adjust instruction to meet learners' individual needs.

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.



District Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the functioning and capacity of the district to determine its ability to manage an intervention in each school identified for comprehensive support and improvement (CSI). As outlined in 703 KAR 5:280, Section 4, the determination of the district's level of functioning and ability is based on an assessment of capacity in the following areas:

- The district demonstrates maintenance and communication of a visionary purpose and direction committed to high expectations for learning as well as shared values and beliefs about teaching and learning;
- The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness;
- The district establishes a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement;
- The district ensures that systems are in place for accurate collection and use of data;
- The district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and
- The district ensures that a comprehensive assessment system, which generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement, is implemented.

Following its review of extensive evidence and in consideration of the factors outlined above, the Diagnostic Review Team submitted the following assessment regarding the district's capacity to the Commissioner of Education:

- It is the consensus of the diagnostic review team that the district has the capacity to manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district requires intensive support in order to successfully manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district does not have the capacity to successfully manage the intervention in each school identified for CSI.

It is the consensus of the Diagnostic Review Team that district administrators at Knott County Schools have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school, Beaver Creek Elementary School (K-8).

The district administration has demonstrated the ability to lead and support a visionary purpose for teaching and learning. District leadership led a mission and vision revision process that involved multiple appropriate stakeholders (e.g., administrators, teachers, staff, students, parents, community stakeholders), resulting in the current articulated mission, vision, and motto statements. To align with the renewed mission and vision, the district restructured its central office leadership roles and responsibilities, and every school was assigned a district liaison. While two former schools exited CSI status at the beginning of the 2022-23 academic year, the district had proactively requested the Kentucky Department of Education (KDE) conduct two-day reviews at two additional schools in spring 2022. One of these schools (Beaver Creek Elementary School) was identified as a CSI school, and the district had already begun to self-identify the next steps before KDE support arrived in November 2022. Stakeholder interviews consistently revealed a student-centered mission (e.g., a desire to instill students' love of learning, students' post-graduate success). Stakeholders overall expressed confidence in the district's direction and their commitment to teaching, learning, and student success.



The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness. Kentucky School Board Association (KSBA) policies and the district's KSBA online manual (Knott County Online Manual) were listed and linked in the reviewed evidence. Additionally, the team noted evidence of board meeting agendas during which school principals presented academic and other student achievements, student support services were discussed, and school and district improvement plans were reviewed. The district also presented evidence of data meetings, framed by data-wise questions, where teachers review and analyze MAP student proficiency reports.

The district established a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement using developed processes and tools (e.g., bi-weekly district leadership team meetings, bi-weekly principal meetings, district liaisons for every school, data tracking expectations in every classroom, district monitoring standing agenda items). Additionally, the district supports novice teachers and others through a mentoring program, using established expectations and monitoring documents, professional learning for content teacher cadres, and planned "growth days" for all district certified staff. The district has also established common PLC expectations and protocols to attempt to connect data analysis and Clarity for Learning/Teacher Clarity work to classroom practice. While stakeholders state these initiatives vary in implementation levels, they signify work toward a systems approach to teaching and learning. Curriculum mapping and pacing are occurring as evidenced by shared curriculum documents and stakeholder interviews; however, multiple stakeholders noted this process was not as far along as originally planned due to disastrous flooding making some facilities unusable and delaying the start of the 2022-23 school year.

While there is evidence that the district creates systems for accurate collection and use of data through mechanisms such as weekly principal meetings with district liaisons, a revamped MTSS model, and bi-weekly district leadership team meetings and principal meetings, the extent to which these mechanisms result in planning and instructional change is not evident. The district used various academic and non-academic data (e.g., stakeholder perception data) to inform the CDIP process. Also, a district-wide PLC structure exists, and stakeholders report schools are at varying stages of its implementation.

The district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students based on budgets provided to the team and stakeholder interviews. Stakeholders noted district financial stewardship. Interviews and a review of the evidence suggested a desire to trim unnecessary expenses and positions while also supporting the CSI school with additional staffing. Also, the district budget reflects expenditures for instructional programs/resources and professional learning.

While the district is in the process of ensuring that a comprehensive assessment system, which generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement, is implemented, district leadership also stated they are improving the process of creating the balanced assessment system to include state assessments, interim assessments, benchmark assessments, and common classroom assessments. The district examined assessment practices and established an "assessment blueprint" to increase instructional time by only administering assessments that yield meaningful data (e.g., MAP, PAST, CASE, ACT, CERT, KSA). Common assessment work has also been done in math and reading. While stakeholder interviews stated the district-purchased item banks for common assessments are not always congruent with the intended KAS, they still allow teachers and district leaders to engage in an item analysis process during content cadre meetings. These steps signify efforts to develop a balanced assessment system; however, the extent to which resulting data translates to adjustments in planning and instruction and differentiation of learning was not clearly evident.

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
David Wilson	Dr. David Wilson has over 40 years of experience in education, having served as an assistant principal, associate principal and principal within the Bremen Community High School District in suburban Chicago. Dr. Wilson has served as an educational leader, mentor, and teacher of leaders at the university level in support of teachers pursuing administrative certification. In addition to serving in the public school system, Dr. Wilson's work includes more than eight years as a consultant and interim principal at several schools in the Catholic Archdiocese of Chicago. Dr. Wilson is currently retired from full-time practice; however, he continues to serve as an educational consultant and Lead Evaluator working with Cognia.
Tom Stewart	Dr. Tom Stewart has 26 years of experience in Kentucky public education. He has taught at the elementary, middle, and high school levels. Additionally, he has four years of experience in school district administration, serving as instructional supervisor, district assessment coordinator, and personnel director. Recently, he served as an associate professor of educational administration, research, and leadership. Currently, Dr. Stewart is an Educational Recovery Leader for the Kentucky Department of Education.
Ketsy Fields	Ketsy Fields currently works for Cognia as a Senior Director in the Mid-Atlantic Region, serving the state of Kentucky. She is retired from public education after 31 years of service. During that time, she worked as an elementary and middle school teacher and served as an assistant principal and principal at both levels. Ketsy was also a district-level administrator of School Improvement and Support.
Vickie Grigson	Vickie Grigson has 37 years of experience in education. She has served as a teacher, instructional coach, and principal. Mrs. Grigson has served as an Educational Recovery Specialist and Leader for the Kentucky Department of Education and continues to work part-time as a Lead to conduct Diagnostic Reviews. She has worked with Cognia as a presenter of instructional strategies and best practices in education. Vickie is retired and works part-time as a principal mentor in central Kentucky.



Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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



Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	3
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

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
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
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	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
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
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	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
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

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
15. Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.	Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.	Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.	Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.	3

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.	2
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	2

Key Characteristic 4: Growth in Learning

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

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



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



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

Student Performance Data

School Name: Beaver Creek Elementary (Elementary Grades 3-6) 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	*	45
	4	14	46
	5	*	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	18	29
Social Studies	5	*	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in all content areas at all grade levels.
- The percentage of students who scored proficient/distinguished in fourth-grade reading on the KSA in 2021-22 was 14 percent.
- The percentage of students who scored proficient/distinguished in fourth-grade science on the KSA in 2021-22 was 18 percent.

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	39	44
	7	29	43
	8	20	44
Math	6	*	38
	7	*	38
	8	*	36
Science	7	*	22
Social Studies	8	*	36
Editing and Mechanics	8	*	46
On Demand Writing	8	*	38

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.



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 were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	*	66
Percent Score of 60-80	*	22
Percent Score of 100	*	8
Percent Score of 140	*	2

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.



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	*	*	N/A	N/A	N/A	N/A
Female	*	*	N/A	N/A	N/A	N/A
Male	*	*	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)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	*	*	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	*	*	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	*	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	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	*	*	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

- Student performance levels were suppressed for public reporting.

Delta

- Student performance levels were suppressed for public reporting.



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	14	*	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	*	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	14	*	*	N/A	N/A	N/A
Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	*	*	*	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	14	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	14	*	*	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	14	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- The percentage of students who scored proficient/distinguished in fourth-grade reading on the KSA in 2021-22 was 14 percent.
- The percentage of white (non-Hispanic) students who scored proficient/distinguished in fourth-grade reading on the KSA in 2021-22 was 14 percent.
- The percentage of non-English Learners (EL) students who scored proficient/distinguished in fourth-grade reading on the KSA in 2021-22 was 14 percent.
- The percentage of non-EL students or monitored students who scored proficient/distinguished in fourth-grade reading on the KSA in 2021-22 was 14 percent.
- The percentage of non-gifted and talented students who scored proficient/distinguished in fourth-grade reading on the KSA in 2021-22 was 14 percent.



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

Plus

- Student performance levels were suppressed for public reporting.

Delta

- Student performance levels were suppressed for public reporting.



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	39	*	N/A	N/A	N/A	N/A
Female	*	*	N/A	N/A	N/A	N/A
Male	*	*	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)	39	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	40	*	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	41	*	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	39	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	39	*	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	39	*	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

- Student performance data were suppressed for public viewing.

Delta

- Student performance data were suppressed for public viewing.



2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 7th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	29	*	*	N/A	N/A	N/A
Female	21	*	*	N/A	N/A	N/A
Male	42	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	29	*	*	N/A	N/A	N/A
Economically Disadvantaged	21	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	20	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	20	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	20	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	33	*	*	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	29	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	29	*	*	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	29	*	*	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

- Student performance data were suppressed for public viewing.

Delta

- Student performance data were suppressed for public viewing.



2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 8th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	20	*	N/A	*	*	*
Female	31	*	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)	20	*	N/A	*	*	*
Economically Disadvantaged	22	*	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	23	*	N/A	*	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	20	*	N/A	*	*	*
Non-English Learner or Monitored	20	*	N/A	*	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	20	*	N/A	*	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Student performance data were suppressed for public viewing.

Delta

- Student performance data were suppressed for public viewing.



Schedule

Monday, January 23, 2023

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

Tuesday, January 24, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 25, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 26, 2023

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

