



# Cognia Diagnostic Review Report

**Results for:**  
**Red River Valley Elementary School**

February 6-9, 2023

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# Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	9
Noncertified Staff	1
Students	10
Parents	6
Total	34

## Performance Standards Evaluation

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

demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

## Insights from the Review

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

### **Strengths and Continuous Improvement:**

Red River Valley Elementary School has had a recent change in school leadership. The principal has only been in place for one month. During this short time, the principal restructured the master schedule to establish a common planning time for teachers once a week to attend professional learning community (PLC) meetings. He engaged staff in conversations about developing a new vision and mission for the school and created a school leadership team that included classroom teachers.

The Diagnostic Review Team found an established faculty with little teacher turnover. All stakeholders viewed the school as a family. Faculty and staff members tried to nurture and sustain a healthy school culture. The team also observed caring adults with good relationships with parents and students. Most students were well-behaved and courteous to team members. Parents stated that their students felt happy, safe, and secure. Survey data also showed a pervasive sense of community among students, families, and the school. The team also noted that small class size was a school asset providing teachers the opportunity to establish relationships with the students and their families. Moreover, the small class size provided a safe learning environment. For example, 76 percent of students agreed/absolutely agreed that "the adults make us feel welcomed (1)", 79 percent of students agreed/absolutely agreed with the statement, "the adults treat us with respect (2)", and 83 percent of students agreed/absolutely agreed that "The adults make us feel safe (3)." Family survey results showed that 91 percent agreed/absolutely agreed that "The adults care about children's well-being (7)." Survey results also show that 100 percent of educators agreed/absolutely agreed that "At my institution, we keep our learners' well-being as a priority in everything we do (11)." Observational data further supported that the faculty and staff had healthy, caring relationships with students. In 91 percent of classrooms, for instance, it was evident/very evident that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." It was also evident/very evident in 100 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." The school has an opportunity to capitalize on the existing foundation of a family community to begin growing leaders among teachers and building capacity within the school and its stakeholders to sustain a continuous improvement model.

While the school's learning environment was well-managed and supportive of students, the school's systematic processes and practices did not provide a foundation for continued school improvement. The team found, through interviews and a review of documents, that the school had not established a school improvement process. The current Comprehensive School Improvement Plan (CSIP) was developed by the previous principal. The plan had not been updated since May 2022, according to the date of the plan. In addition, the team found no evidence of an existing viable curriculum for core subjects that is aligned with the current Kentucky Academic Standards (KAS). Stakeholder interviews revealed a deep concern that the school curriculum was vaguely aligned with outdated state standards. A review of documents and artifacts identified that a pacing guide existed; however, the pacing guide was limited to broad standards and lacked clarity. In reviewing the school's CSIP, the team found that the strategies and action steps are the same for each goal. There is no differentiation within the plan to address specific academic needs based on student data. The team encourages the newly developed school leadership team to revisit the existing CSIP and make revisions and or adjustments based on the current analysis of student data, specific to reading and math assessment results. The team also recommends that an



implementation timeline for the plan be developed simultaneously with a scaffolded professional development plan to increase instructional capacity across the school.

Observational data and the team review of documents and artifacts also suggested the lack of an implemented continuous improvement process and a viable, research-based curriculum aligned with the KAS. Observational data revealed a lack of rigorous instruction. For example, it was evident/very evident in 33 percent of classrooms that “learners engage in activities and learning that are challenging but attainable (B2)”, and it was evident/very evident in 17 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).” A review of documents and artifacts provided no evidence of lesson plans, the expectation for developing lesson plans, or an instructional framework that included processes or protocols for standards-based instruction aligned to the current KAS. The team also found no evidence showing the school had adopted or identified and implemented a viable, evidence-based curriculum.

Communication gaps were found to be a consistent theme in student, staff, and parent interviews. For example, teachers were unaware, until recently, that they were basing their instruction on an old version of state standards. They were also unaware of the current KAS. Staff interview data showed the administration failed to communicate the rationale for the recent schedule changes, and parent interviews indicated they were unaware of the schedule changes and how they impacted their students’ core reading and math teacher assignments.

As the school continues to work to improve the literacy and math proficiency of students, it will be essential that teachers continue to receive professional development within established PLCs on how to analyze data and diagnose student learning needs. While the school has established a schedule to accommodate PLCs, the team observed the need for meeting protocols and more professional development to support teachers in the areas of analyzing formative and summative assessment data, diagnosing student learning, adjusting instruction, and monitoring learner progress. The school is encouraged to explore ways to include the interventionists and/or special education teachers in PLCs so they can share their expertise about how to meet the individual needs of students.

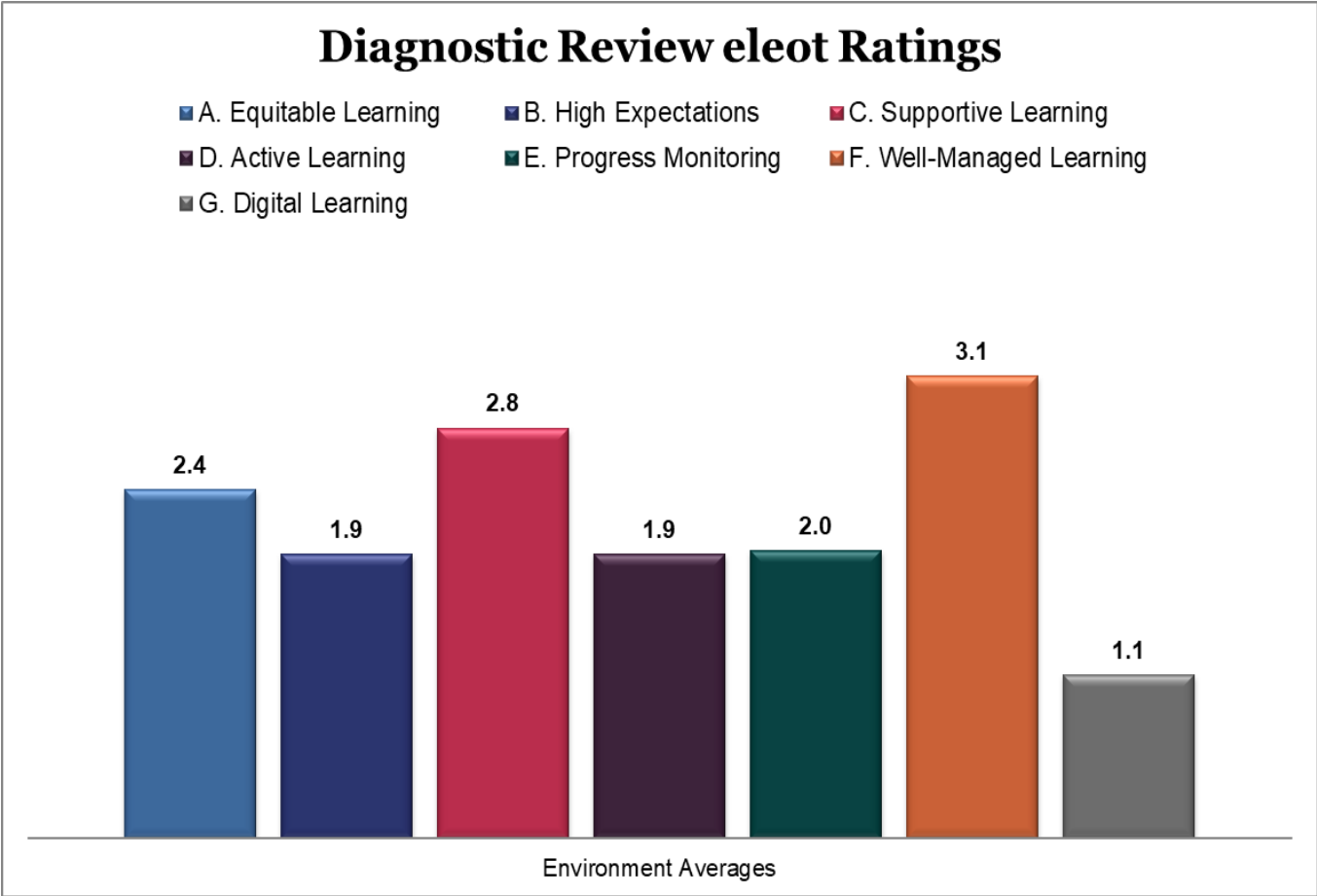
## Potential Leader Actions:

- Establish a communication protocol to inform all stakeholders of academic and non-academic information to ensure transparency and dissemination of vital information (e.g., state assessment data, progress towards goals, CSIP, Diagnostic Review Report findings).
- Collaborate with all stakeholders to develop and design an effective, formal continuous improvement process. Develop and implement a plan for consistent monitoring, evaluation, and adjustment of programs, processes, and progress toward academic goals through the CSIP.

# 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 12 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	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	50%	33%	17%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	25%	33%	33%
A3	3.8	Learners are treated in a fair, clear, and consistent manner.	0%	0%	25%	75%
A4	1.2	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.	83%	17%	0%	0%
Overall rating on a 4-point scale:			2.4			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	33%	50%	17%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	17%	50%	33%	0%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	42%	50%	8%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	17%	67%	17%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	17%	67%	17%	0%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	33%	42%	25%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	33%	42%	25%	0%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	25%	67%	8%
C4	3.5	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	8%	33%	58%
<b>Overall rating on a 4-point scale:</b>			<b>2.8</b>			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	25%	42%	17%	17%
D2	1.5	Learners make connections from content to real-life experiences.	58%	33%	8%	0%
D3	2.4	Learners are actively engaged in the learning activities.	0%	58%	42%	0%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	58%	33%	0%	8%
<b>Overall rating on a 4-point scale:</b>			<b>1.9</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	25%	58%	17%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	58%	42%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	25%	42%	33%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	67%	25%	8%	0%
Overall rating on a 4-point scale:			2.0			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.6	Learners speak and interact respectfully with teacher(s) and each other.	0%	0%	42%	58%
F2	3.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	8%	25%	67%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	17%	25%	42%	17%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	0%	42%	33%	25%
Overall rating on a 4-point scale:			3.1			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	83%	8%	8%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	92%	8%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.1</b>				

## eleot Narrative

The Diagnostic Review Team completed 12 classroom observations. The team also conducted informal observations in non-core content classrooms and common areas. Based on the compilation of the observational results, the Digital Learning Environment received the lowest score, a 1.1 based on a four-point scale. Conversely, the Well-Managed Learning Environment received the highest score of 3.1.

One strength identified by the team was how adults treated students. The team found that it was evident/very evident in 100 percent of classrooms that “learners are treated in a fair, clear, and consistent manner (A3)”, which was the highest rated indicator. In 66 percent of classrooms, it was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” While the team observed students being treated fairly and consistently, it was evident/very evident in zero percent of classrooms that “Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4).”

Interactions between students and peers and students and teachers emerged as a strength. It was evident/very evident in 67 percent of classrooms that “learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)”, and it was evident/very evident in 75 percent of classrooms that “Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3).” Learners who “demonstrate a congenial and supportive relationship with their teacher (C4)” were evident/very evident in 91 percent of classrooms. However, it was evident/very evident in 25 percent of classrooms that “Learners take risks in learning (without fear of negative feedback) (C2).”

As noted above, the highest rated area was the Well-Managed Learning Environment, in which it was evident/very evident in 100 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” In addition, it was evident/very evident in 92 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

Observational data demonstrated a need for more challenging, engaging, or rigorous learning opportunities. The High Expectations Learning Environment scored an overall rating of 1.9. Instances in which “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 17 percent of classrooms. In addition, learners who “engage in activities and learning that



are challenging but attainable (B2)” were evident/very evident in 33 percent of classrooms. Instances where “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” and “take responsibility for and are self-directed in their learning (B5)” were evident/very evident in 17 percent of classrooms. Observational data also showed that learners “able to demonstrate and/or able to describe high quality work (B3)” were evident/very evident in eight percent of classrooms. The evidence did not indicate that students were exposed to learning opportunities that promote higher order thinking. In addition, the team observed few instances of differentiated learning, as it was evident/very evident in 17 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

The Active Learning Environment was also an area of concern, with an overall score of 1.9. It was evident/very evident in 34 percent of classrooms that “learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)” and evident/very evident in eight percent of classrooms that “Learners make connections from content to real-life experiences (D2).” It was also evident/very evident in 42 percent of classrooms that “Learners are actively engaged in the learning activities (D3).” Additionally, it was evident/very evident in eight percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4).”

Observational data revealed a need for more opportunities for learners to monitor their own progress or learn from feedback. For example, it was evident/very evident in 17 percent of classrooms that “learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” and evident/very evident in 42 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).” In addition, while i-Ready for grades kindergarten and one and IXL reading and math for grades two through six are used by teachers to monitor student progress, the observational data also showed that it was evident/very evident in 33 percent of classrooms that “learners demonstrate and/or verbalize understanding of the lesson content (E3)” and evident/very evident in eight percent of classrooms that “learners understand and/or are able to explain how their work is assessed (E4).”

Observational data showed a lack of students using technology to promote collaborative and high-quality student learning. Technology was primarily used for informational purposes or for demonstrations. It was evident/very evident in eight percent of classrooms that “learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)” and evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” It was also evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).”

## Potential Leader Actions:

- Leverage PLC collaboration time to analyze data to inform instruction and provide professional learning opportunities for teachers on high-yield instructional practices and differentiation strategies based on student needs.
- Provide coaching and support in classrooms for implementing high-yield instructional practices and differentiation strategies for student learning.
- Create a monitoring schedule for observing the implementation of instructional expectations related to high-yield instructional best practices.

# Improvement Priorities

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

## Improvement Priority 1

Develop, implement, and regularly monitor curriculum and instructional practices for alignment to Kentucky Academic Standards, relevancy, rigor, inclusiveness, and effectiveness for all learners.

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

### Findings:

While the evidence showed that teachers have access to resources for the instructional delivery of content in reading and math, the team identified a need for more consistency in using those resources. Many of the resources were several years old and not aligned with KAS. In addition, the school lacked a viable, evidence-based curriculum for reading or math aligned with the current KAS. When asked, stakeholders said that they do not have an established curriculum for instruction. Stakeholders identified several programs that they used to teach reading and intervention classes. However, none of these resources were part of any specific reading curriculum. Interview data indicated that teachers need more classroom support for instructional planning. Interviews also showed a need for walkthrough feedback.

According to the 2021-22 KSA data, the percentage of students who scored proficient/distinguished was below the state average in reading for third and sixth grades and in fourth-grade science. The percentage of students in third grade scoring proficient/distinguished in reading on the 2021-22 KSA was 39 percent, compared to 45 percent statewide. The percentage of students in sixth grade scoring proficient/distinguished in reading on the 2021-22 KSA was 27 percent, compared to 44 percent statewide. The percentage of students in fourth grade scoring proficient/distinguished in science on the 2021-22 KSA was 22 percent, compared to 29 percent statewide. These assessment results suggest a need for an aligned curriculum delivered through evidence-based instructional strategies that are congruent with the level of rigor in the KAS.

Observational data revealed that a variety of instructional resources were used. Still, the team found little evidence of consistency and alignment between grade levels, limited instructional adjustments based on student understanding, and a lack of differentiation and inclusion to ensure all student needs were being met. While the school has developed a process called Targeted Academic Groupings (TAG) to differentiate instruction in a small group setting (grades K-1), the team could not confirm that the process has been assessed for effectiveness. The team was also concerned that these groups were intact for most of the school day with little time for Tier I core instruction. Observational data showed that learners who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” were evident/very evident in 17 percent of classrooms, and learners who “engage in activities and learning that are challenging but attainable (B2)” were evident/very evident in 33 percent of classrooms. Observational evidence also indicated few high-yield instructional strategies or opportunities for differentiated learning. Specifically, it was evident/very evident in 17 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities to meet their needs (A1).”

The team also noted the lack of clearly defined procedures to identify students’ diverse learning needs (e.g., specialized services, programs, resources) and clearly defined interventions used to address the Tier II and Tier III instructional needs of students. Survey results showed 77 percent of families agreed/absolutely agreed that “in



the past 30 days, my child had learning experiences that were unique to their needs (17)” and 65 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).” In contrast, 100 percent of educators agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).” Eighty-five percent of families agreed/absolutely agreed with the statement, “In the past 30 days, my child received support based on their needs (21).” The discrepancy in educator survey data compared to student and family results highlights a need for professional learning opportunities for teachers in instructional planning and strategies for differentiating instruction to meet the individual needs of students.

Document and artifact reviews yielded no evidence that the school had established a continuous improvement process, used an evidence-based curriculum, developed expectations for assessing instructional practices, or established a system of feedback and coaching for teachers’ professional growth. While a district pacing guide exists, it was an incomplete document. Also, the team found limited evidence that it was fully used or monitored for implementation. In addition, the team found evidence of district expectations for walkthroughs; however, the evidence did not show that results are used for monitoring, providing feedback, or coaching.

### **Potential Leader Actions:**

- Create a collaborative team to design and adopt an evidence-based curriculum aligned to the current KAS to ensure the needs of learners will be met. Engage stakeholders throughout the curriculum development process to communicate the plan for implementing, monitoring, and revising the curriculum based on student progress monitoring data.
- Design a system to deconstruct the KAS for collective understanding so that instruction can be designed and implemented with fidelity and alignment to the standards.
- Provide professional learning for teachers about instructional planning (e.g., gradual release model, student engagement, intervention strategies and processes) based on an agreed upon curriculum to ensure relevance and rigor in instructional delivery. Plan and address students’ individual learning needs through a Multi-Tiered System of Supports (MTSS) (e.g., Tier I, Tier II, Tier III).

## Improvement Priority 2

Develop a formal, systematic process for evaluating and adjusting curriculum, instruction, and assessment by analyzing multiple sources of student performance data (e.g., formal, informal) to provide increased access to grade-level instruction and rigorous tasks to deepen student learning.

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

### Findings:

While the evidence showed that the school had resources for reading and math and a district-provided pacing guide, the team found a lack of a viable curriculum for reading, math, science, and social studies aligned with the KAS. According to the 2021-22 KSA data, students who scored proficient/distinguished were below the state average in all reported core subject areas.

Observational data, as previously discussed, showed that learners who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” were evident/very evident in 17 percent of classrooms. In addition, learners who “engage in activities and learning that are challenging but attainable (B2)” were evident/very evident in 33 percent of classrooms. However, students had few learning opportunities that promoted higher order thinking. For instance, it was evident/very evident in 17 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” The team also found few opportunities for students to monitor their progress or receive teacher feedback. For example, it was evident/very evident in 17 percent of classrooms that “learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” and evident/very evident in 42 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).” Classroom observational data suggested a lack of consistency in lesson planning, expectations for lesson design, and student learning targets.

Interviews with teachers indicated instruction was based on previous state standards and was seldom monitored beyond the classroom. Interview data also showed that teachers have not had classroom support for planning and instructional implementation through coaching or walkthrough feedback. The team found no evidence indicating that any faculty or staff member received regular evaluations or monitoring. In addition, interview data revealed a lack of protocols for routinely monitoring trends or current data for adjusting instruction. Interviews with parents suggested the school had not addressed the diverse instructional needs of all students. i-Ready assessment results showed some data was being collected, but the team found limited evidence that analysis and use of data to adjust instruction occurred. The team, however, found that instructional differentiation was entirely through the IXL computer-based program.

Other than the data provided to the team during the school overview presentation, the school provided no documents or artifacts showing the effectiveness of the current instructional or intervention programs. The team found little evidence indicating that professional development focuses on analyzing and using data to plan and adapt instruction. While the school had an observational tool, interview data indicated the school lacked an implemented process to use data or monitor instructional expectations.

Survey results showed areas in instructional practices that can be improved to advance student learning. For example, survey data showed that 65 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).” Fifty-five percent of students agreed/absolutely agreed that “in the past 30 days, I had support when I needed it (18)”, and 65 percent agreed/absolutely agreed that “In the past 30 days, I had many ways to show my teachers what I learned (19).” Family survey data also showed that 82 percent of families agreed/absolutely agreed with the statements, “in the past 30 days, my child had instruction that was changed to meet their needs (15)”, and 77 percent agreed/absolutely agreed that “In the past 30 days, my child had learning experiences that were unique to their needs (17).”



Also, 85 percent of families agreed/absolutely agreed with the statement, “In the past 30 days, my child received support based on their needs (21).” One hundred percent of educators agreed/absolutely agreed with the statements, “at my institution, we deliver instruction that considers learners’ needs, interests, and potential (8)” and “In the past 30 days, I provided opportunities for learners that align to their needs (18).”

During the principal overview presentation, the interim principal shared that his short-term goal for the school was to address the culture. To do this, he adjusted the master schedule to accommodate collaborative PLC meetings, formed a school leadership team, and began conversations about a new vision and mission for the school. The principal further stated that the goal of the PLCs was to build teacher instructional capacity and analyze student data to drive instruction. The team found that while the master schedule indicated that collaborative time for PLCs was scheduled weekly, there was no evidence that the meetings were happening. The school had a PLC scheduled during the time the team was at the school; it was, however, canceled, and no observational evidence was gathered. Further, the team did not find any documentation or artifact evidence of PLC processes and procedures, a model for shared leadership in the school, or protocols for routinely monitoring trends or current data that could be used for adjusting instruction. While the team identified a district protocol for PLCs, the team found no evidence that it was being followed or implemented at the school level.

## Potential Leader Actions:

- Develop a system for measuring student academic progress towards mastery of the KAS based on content/standards taught.
- Use the existing district protocols to consistently implement and monitor the established PLCs to ensure the protocol guides instructional conversations around curriculum, instructional expectations, and assessments (e.g., evaluation of formative assessments to make instructional adjustments).

## Your Next Steps

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

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

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



# Principal Capacity in Diagnostic Review

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

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

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

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



# Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and 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
<b>Betsy Sanchez</b>	Betsy Sanchez has over 25 years of experience as a classroom teacher, district specialist, and Alabama Department of Education school improvement specialist and Regional District Coach. She served as an LEA instructional specialist and gifted coordinator for 56 schools in the Jefferson County District in Birmingham, Alabama. As an instructional specialist, Betsy trained and supported a team of six secondary district coaches in school improvement. Currently, Betsy serves as a Cognia process coach and lead evaluator for Diagnostic Reviews and as a professional consultant with Cognia.
<b>William (Bill) Philbeck</b>	William (Bill) Philbeck has worked in education in the state of Kentucky for the past 29 years. He has served as a classroom teacher, department chair, curriculum coordinator, and as an elementary school principal. He is currently an Educational Recovery (ER) Leader with the Kentucky Department of Education where he works with low performing schools. In this position, he works with school administrative teams and other ER staff to ensure schools are focusing on student achievement, teacher quality, and the establishment of systems that lead to academic success. William has served several educational and community-based organizations and served as an adjunct professor and professional development facilitator.
<b>Amy Jeziorski</b>	Amy Jeziorski has 19 years of experience in Jefferson County Public Schools in Kentucky. She has experience as a special education teacher, classroom teacher, reading interventionist, instructional coach, and district-based literacy resource teacher. She is completing her second year as an Educational Recovery (ER) Leader with the Kentucky Department of Education.
<b>Greg Napier</b>	Gregory L. Napier (Greg) is in year 34 in education. Greg spent 18 years as a classroom instructor, four years as an Educational Recovery (ER) Specialist for the Kentucky Department of Education, and 11 years as a high school principal. Greg has served as a mentor for aspiring principals in his public school district and as a Turnaround Specialist while serving the Commonwealth of 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.	2
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	2

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

## Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	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: <b>Demonstrating noteworthy practices producing clear results that positively impact learners.</b>	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	1

## Key Characteristic 3: Engagement 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

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
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	1
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	1

## Key Characteristic 4: Growth in Learning

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

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



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

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

# Student Performance Data

## Results for Red River Valley Elementary School

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	39	45
	4	*	46
	5	*	45
	6	27	44
Math	3	*	38
	4	*	39
	5	*	38
	6	*	38
Science	4	22	29
Social Studies	5	*	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

#### Plus

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

#### Delta

- The percentage of third-grade students scoring proficient/distinguished in reading on the 2021-22 KSA was 39 percent compared to 45 percent statewide.
- The percentage of sixth-grade students scoring proficient/distinguished in reading on the 2021-22 KSA was 27 percent compared to 44 percent statewide.
- The percentage of fourth-grade students scoring proficient/distinguished in science on the 2021-22 KSA was 22 percent compared to 29 percent statewide.

### Elementary English Learner Progress

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

#### Plus

- Student performance level data 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	39	*	N/A	N/A	N/A	N/A
Female	46	*	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)	35	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	35	*	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	46	*	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	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

- The percentage of third-grade female students scoring proficient/distinguished in reading on the 2021-22 KSA was 46 percent compared to 45 percent statewide.

### Delta

- The percentage of third-grade white students scoring proficient/distinguished in reading on the 2021-22 KSA was 35 percent compared to 39 percent for all students.
- The percentage of third-grade economically disadvantaged students scoring proficient/distinguished in reading on the 2021-22 KSA was 35 percent compared to 39 percent for all students.



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	*	*	22	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	*	*	31	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)	*	*	22	N/A	N/A	N/A
Economically Disadvantaged	*	*	27	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	*	*	22	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	22	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	*	*	22	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 percentage of fourth-grade male students scoring proficient/distinguished in science on the 2021-22 KSA was 31 percent compared to 29 percent statewide.

Delta

- The percentage of all fourth-grade students scoring proficient/distinguished in science on the 2021-22 KSA was 22 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 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 6th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	27	*	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)	27	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	25	*	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	33	*	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	27	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	27	*	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

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

### Delta

- The percentage of all sixth-grade students scoring proficient/distinguished in reading on the 2021-22 KSA was 27 percent.

# Schedule

## Monday, February 6, 2023

Time	Event	Where	Who
3:00 p.m. – 4:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, February 7, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, February 8, 2023

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

## Thursday, February 9, 2023

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

