Cognia Diagnostic Review Report

Results for:

Semple Elementary

November 28 - December 1, 2022

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	8
Noncertified Staff	13
Students	77
Parents	9
Total	119

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:

Interview responses of students, parents, teachers, support staff, and district leadership reflected that leadership has created a positive school culture. Various stakeholders commented that the principal has established a welcoming, family-oriented school. Staff and community members consistently indicated that everyone is invested and willing to do whatever it takes to change the learning and life outcomes of their students. Students said they like attending Semple Elementary and noted the school's staff treats them with respect and acceptance. Classroom observations verified this respectful culture. For instance, in 83 percent of classrooms, it was evident/very evident that "Learners are treated in a fair, clear, and consistent manner (A3)." Staff members and administrators have built a welcoming atmosphere for families, students, and visitors. During interviews, parents and district staff shared that the school feels very welcoming; they indicated the school cares about students while holding them accountable. Survey data revealed that 98 percent of educators agreed/absolutely agreed that they "make learners, families, and each other feel welcomed (1)." Stakeholders reported that the administrative team is highly visible and interacts positively with staff and students. Students overwhelmingly reported that they feel safe at school. Stakeholders took pride in their school with many of them being alumni of the school. Additionally, parents expressed their gratitude for the principal, who they believe has been instrumental in changing the school environment into a nurturing and positive place for students.

Classroom observations revealed a well-managed and supportive learning environment in which a myriad of resources exist to support student behavior, learning, and teacher instructional practices. These supports resulted in a decrease in student suspension events. Teachers said that school administration has provided professional learning opportunities to meet their needs. Survey data showed that 93 percent of educators agreed/absolutely agreed that they "participated in learning experiences that increased my knowledge and skills (22)."

The school consistently conducts weekly professional learning community (PLC) meetings with grade-level teachers. The Diagnostic Review Team observed PLC meetings in which staff collaborated with each other to discuss student needs. This observation was consistent with survey data that revealed 96 percent of educators agreed/absolutely agreed that they "work closely with each other and our stakeholders to support learners (6)."

The school's mission statement, "To provide an academic environment that promotes good character and provides quality instruction while preparing our students to become global and culturally competent citizens" was displayed throughout the school. Staff members expressed their commitment to improving the academic environment. Students and teachers spoke of the school's adoption of "724 Magic" as a motto for all at Semple Elementary.

Observation data, review of artifacts, and stakeholder interview data showed that the administrative team is focused on many aspects of continuous improvement and that the school's culture has significantly improved over the last few years. Students reported the school has clear expectations both behaviorally and academically. However, academic expectations do not meet the level of rigor needed at each grade level.

While a common mission existed throughout the school to support students' nonacademic needs, the Diagnostic Review Team noted the lack of a collective commitment regarding rigor and evidence-based instructional

strategies to support students' academic needs. The school appeared to provide teachers with varied and adequate instructional resources, but teachers were not consistently using these resources to meet students' needs. A variety of instructional resources were implemented in reading, math, and writing; however, teachers were not using a consistent curriculum that followed a scope and sequence, resulting in a lack of instructional coherence across the school.

The school has implemented various systems and strategies (e.g., restorative practice, Positive Behavior Interventions and Supports (PBIS), trauma-informed schools, Semple Systems, culturally responsive teaching) to improve students' social and emotional health. However, the Diagnostic Review Team identified the need to use similar strategic thinking and evidence-based strategies to address students' academic needs.

Although the school uses various data sources to assess student performance (e.g., Northwest Evaluation Association's Measures of Academic Progress, Kentucky Summative Assessments, Benchmark Assessment System) teachers were not always making connections across these data. Furthermore, the correlation between the Benchmark Assessment System (BAS) and Measures of Academic Progress (MAP) data in relation to reading scores indicated a discrepancy in student performance. When reviewing MAP data, the Diagnostic Review Team noted students completed the assessment in much less time than recommended by the Northwest Evaluation Association (NWEA). Stakeholder interviews revealed teachers are not systematically administering the MAP assessments throughout the school and that teachers lack understanding of the assessment tools.

The school has successfully focused on the needs of the English Learner (EL) student population as indicated in various EL assessment data; however, data revealed that all students need this type of differentiated support to be successful. Assessment, stakeholder interview, and observation data revealed a lack of individualized support for students.

Potential Leader Actions:
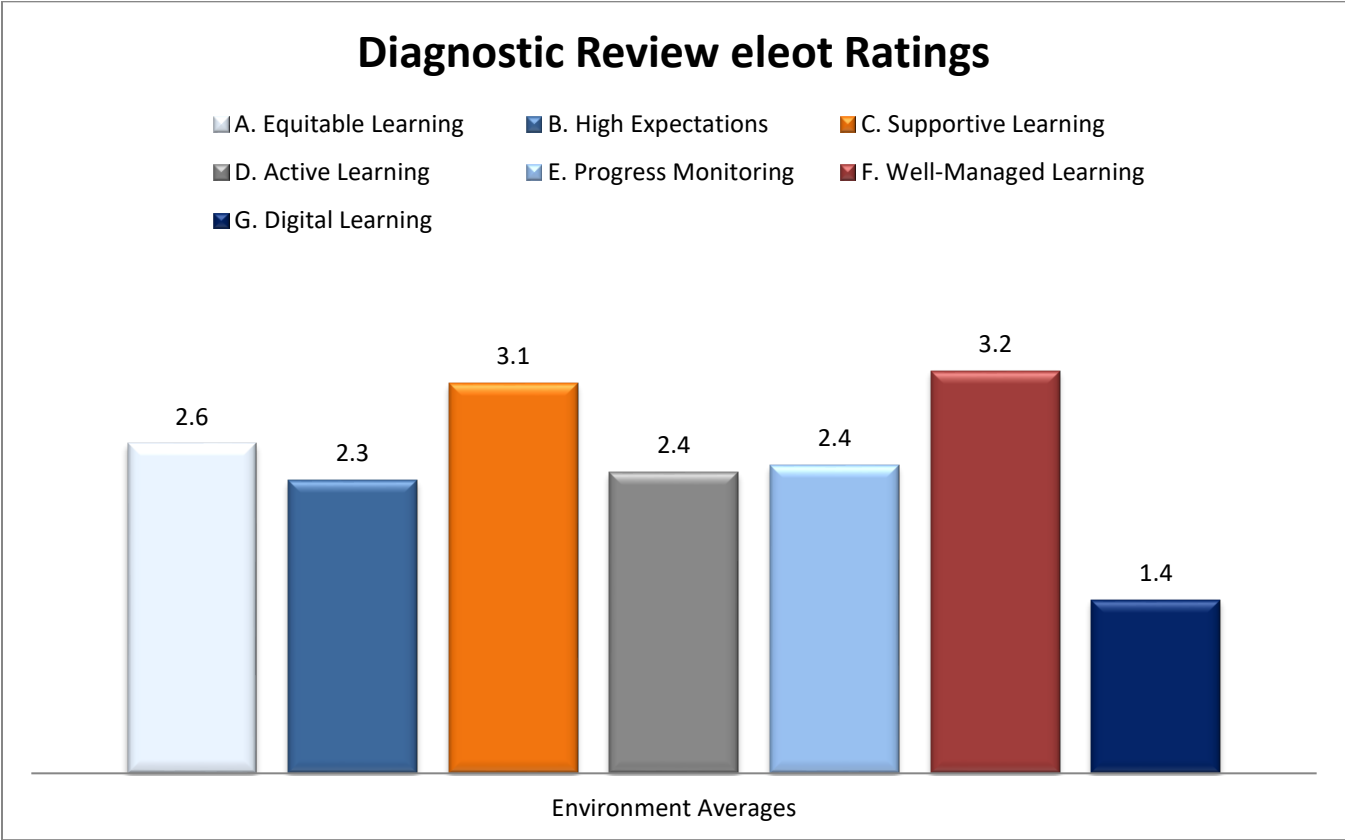
- Ensure validity of the NWEA MAP data by having specific expectations for students, teachers, and the overall success of the school.
- Develop a process to monitor the time students take to complete MAP assessments.
- Use data consistently in all classes to design instruction that meets students' individual academic needs.
- Ensure instruction is aligned with the rigor of state standards.

Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 23 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.

Diagnostic Review eleot Ratings

Legend:
- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

Environment	Average
A. Equitable Learning	2.6
B. High Expectations	2.3
C. Supportive Learning	3.1
D. Active Learning	2.4
E. Progress Monitoring	2.4
F. Well-Managed Learning	3.2
G. Digital Learning	1.4

Environment Averages

A. Equitable Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	2.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	13%	43%	35%	9%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	22%	22%	57%
A3	3.4	Learners are treated in a fair, clear, and consistent manner.	0%	17%	26%	57%
A4	1.3	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.	78%	13%	4%	4%
Overall rating on a 4-point scale:		**2.6**				

B. High Expectations Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.3	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	30%	26%	22%	22%
B2	2.6	Learners engage in activities and learning that are challenging but attainable.	4%	39%	48%	9%
B3	2.2	Learners demonstrate and/or are able to describe high quality work.	35%	17%	43%	4%
B4	2.5	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	13%	35%	43%	9%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	26%	48%	22%	4%
Overall rating on a 4-point scale:		**2.3**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	3.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	4%	22%	43%	30%
C2	2.9	Learners take risks in learning (without fear of negative feedback).	4%	35%	30%	30%
C3	3.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	4%	17%	26%	52%
C4	3.3	Learners demonstrate a congenial and supportive relationship with their teacher.	4%	13%	35%	48%
Overall rating on a 4-point scale:	**3.1**					

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	9%	22%	57%	13%
D2	1.9	Learners make connections from content to real-life experiences.	43%	30%	17%	9%
D3	2.7	Learners are actively engaged in the learning activities.	0%	48%	39%	13%
D4	2.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	35%	17%	35%	13%
Overall rating on a 4-point scale:	**2.4**					

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	48%	26%	26%	0%
E2	3.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	4%	13%	48%	35%
E3	2.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	9%	30%	35%	26%
E4	2.1	Learners understand and/or are able to explain how their work is assessed.	43%	22%	17%	17%
Overall rating on a 4-point scale:		**2.4**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	3.4	Learners speak and interact respectfully with teacher(s) and each other.	0%	13%	30%	57%
F2	3.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	22%	17%	61%
F3	3.0	Learners transition smoothly and efficiently from one activity to another.	0%	39%	17%	43%
F4	2.9	Learners use class time purposefully with minimal wasted time or disruptions.	0%	35%	39%	26%
Overall rating on a 4-point scale:		**3.2**				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	70%	9%	17%	4%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	83%	4%	13%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	78%	17%	4%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

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

Several strengths emerged from the observation data. Staff members and school administration know students by name and have built relationships with families to be proactive in minimizing classroom disruptions and addressing student needs. Parents know to alert the school with the message "handle with care" when their child is experiencing dysregulation prior to coming to school. In addition, observation data indicated that instances of learners who "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" were evident/very evident in 78 percent of classrooms.

Conversations with various stakeholders indicated that student behavior in the past was a barrier to learning. In response, the school administration, teachers, support staff, and community members have created a culture of compassion and care for students. Classroom observations revealed that teachers treat students with respect, as it was evident/very evident in 83 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." Student interviews confirmed that teachers accept students for who they are and treat them fairly. Classroom observations revealed that learners who had "equal access to classroom discussions, activities, resources, technology, and support (A2)" were evident/very evident in 79 percent of classrooms. Parents confirmed in interviews that students treat teachers and other students with respect and love, and it was evident/very evident in 87 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)."

Overall, the Diagnostic Review Team found that teachers primarily used teacher-directed, whole-group instruction with some small-group instruction. The team noted a few instances of differentiated student learning tasks. Instances in which learners "collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" were evident/very evident in 48 percent of classrooms. When students were assigned to small groups or a specific station, they were usually given similar tasks/assignments rather than differentiated tasks. Classroom observation data indicated it was evident/very evident in 44 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Observation data showed that some instructional resources were not grade-level appropriate or aligned to grade-level standards. Also, in many classrooms, instruction was below the depth of knowledge level required for students to meet the academic rigor of the state grade-level standards. Some students reported that they had already mastered skills that were being taught. Learners who engaged "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 52 percent of classrooms.

Potential Leader Actions:

- Develop and implement expectations that require teaching and learning to be at the appropriate depth of knowledge level to meet the rigor of the state standards.

- Develop a system to ensure that learning targets are aligned to the rigor of the grade-level state standards.

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

Create and implement a system that ensures that evidence-based instructional strategies are used to engage students in learning. Monitor the system to ensure instructional practices and assessments are at the depth of knowledge level needed to meet the rigor of the state standards.

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

Findings:

Classroom observation data showed that students rarely made connections from the lessons they learned to real-life experiences. It was evident/very evident in 26 percent of classrooms that "Learners make connections from content to real-life experiences (D2)." Family and student survey data, however, differed from observation data. For instance, family and student survey data showed that 79 percent of families agreed/absolutely agreed that their students "had lessons that prepared them for future (13)", and 88 percent of students agreed/absolutely agreed that they had "lessons that will help me do well in the future (11)." Educator survey data also showed that 96 percent of educators agreed/absolutely agreed that their instruction "provided opportunities to help learners acquire skills needed for the future (15)." Furthermore, educator survey data revealed, that 88 percent of educators agreed/absolutely agreed that "At my institution, we deliver instruction that considers learner's needs, interests, and potential (8)." Observation data suggested the learners were not fully engaged in learning activities in their classrooms. It was evident/very evident in 52 percent of classrooms that "Learners are actively engaged in the learning activity (D3)."

A review of student performance data, including the MAP, BAS, and KSA suggested the school is not connecting data consistently from these various assessments to improve teaching and learning. Student performance data also suggested the school inconsistently implemented data-informed instructional practices and student learning tasks at the level necessary to meet the rigor of state standards. The percentage of students meeting distinguished/proficient in reading and math on the 2021-22 KSA was below the state average in all grade levels that were tested. In fourth-grade reading, for example, 16 percent of students scored proficient/distinguished compared to the state average of 46 percent. In fourth-grade mathematics, 12 percent of students scored proficient/distinguished as compared to the state average of 39 percent.

A review of documents showed lesson plans rarely include differentiated instruction in mathematics or student learning tasks, and classroom observations did not reveal widespread effective use of differentiated instruction. Specifically, it was evident/very evident in eight 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)." Educator survey data revealed that 96 percent of educators agreed/absolutely agreed that they "use learner information to make decisions about distributing resources (7)" and 92 percent of educators agreed/absolutely agreed that they "follow a process to determine the support that learners need (10)." Classroom observations rarely showed instruction specifically designed to meet students' needs. Observations revealed students completing the same tasks (e.g., worksheets, assignments) with limited instructional strategies specifically designed to meet individual students' needs.

Although the school has weekly PLC meetings and multiple assessments (e.g., teacher-created assessments, MAP, KSA), most stakeholders could not articulate the process the school uses for analyzing data to evaluate the

effectiveness of instructional practices, instructional resources, and/or programs. Furthermore, most stakeholders could not articulate how data are used to determine whether teachers deliver instruction designed to meet individual student needs.

Overall, data collected by the Diagnostic Review Team indicated that instruction in most classrooms was designed around curriculum objectives with little focus on learner needs and interests; however, in a few classrooms, teachers adjusted instructional activities based on the academic needs of students.

Potential Leader Actions:

- Leverage well-managed classrooms and establish similar expectations for student instruction.
- Develop and monitor a plan to ensure instruction and instructional resources are at the appropriate level of rigor to prepare students to reach their potential.
- Leverage the instructional practices used for English Learners for all students in English/language arts (ELA).

Improvement Priority 2

Evaluate instructional resources and practices to determine their effectiveness. Using valid data, create a formal systematic process to retain, change, or replace programs, resources, and practices.

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

Findings:

Many opportunities existed for teachers and school administration to engage in the evaluation of instructional practices, programs, and resources at the school level. Interview data, however, indicated a need for a formal process to analyze the effectiveness of instructional programs, instructional rigor, and the use of assessment data to ensure that students are on a path toward academic success. Survey data indicated that families and educators had similar responses when asked about the school using a variety of information regarding student learning. On surveys, 88 percent of families agreed/absolutely agreed that the school uses "many types of information to help children learn (9)" and 97 percent of educators agreed/absolutely agreed that they "used a variety of information for decision-making that affected my area of responsibility (21)." Also, survey data showed that 88 percent of educators agreed/absolutely agreed that they "used a variety of information to determine learners progress (20)" and 88 percent of families agreed/absolutely agreed that students "had their learning progress measured (19)."

Interview data across stakeholder groups consistently reflected the lack of a documented process to determine the effectiveness of the school's curriculum and instruction. According to interview data, the school lacked a formal, systematic process to evaluate instructional programs and to identify and address students' individual learning needs based on an ongoing analysis of multiple sources of data (e.g., student performance, instructional capacity). Interview data also showed that staff members expressed a need for a consistent instructional resource for mathematics throughout the school. Although staff members had access to Illustrative Mathematics resources, teachers were not using these resources consistently. Stakeholder interviews indicated and a review of documents confirmed that the district has a curriculum scope and sequence; however, planning for the progression of standards with the learning ladder was difficult due to conflicting assessment data and to the lack of a clear process to ensure that instruction was on grade level.

Similarly, observation data showed inconsistent implementation of a variety of instructional programs. In interviews, stakeholders identified the learning ladder as a tool to move teachers toward the progression of standards; however, not all classrooms displayed evidence of the learning ladders. The Diagnostic Review Team observed that learners had few opportunities to monitor their own progress. In 26 percent of classrooms, it was evident/very evident that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Also, learners who "understand and/or are able to explain how their work is assessed (E4)" were evident/very evident in 34 percent of classrooms, and learners who "engage in activities that are challenging but attainable (B2)" were evident/very evident in 57 percent of classrooms.

A review of documents and artifacts produced little evidence that the student assessment results (e.g., KSA, MAP, teacher-created assessments, BAS) were consistent across the different assessment instruments. Assessment data provided by the school showed that in the fall of 2022, seven percent of first graders were on level in mathematics as defined by the MAP assessment data. Documents and artifacts did not reveal a formal process that detailed a timeline or persons responsible for conducting evaluations of assessment data or the specific practices to analyze which assessments were aligned to or predictive of student proficiency on the state content standards. Interview data suggested a lack of intentionality regarding the use of valid data to create a formal process to retain, change, or replace programs, resources, and practices.

Potential Leader Actions:

- Develop a system for evaluating the effectiveness of instructional practices and resources that is consistent and based on data.

- Develop a process for data literacy to determine the correlation between school summative assessment data and state summative assessment data for alignment and to be able to predict student performance on state assessments.

- Develop a curriculum review plan implemented by school leaders and involving stakeholder input that includes a resource cycle.

Your Next Steps

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

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

- Review and share the findings with stakeholders.

- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.

- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.

- Celebrate the successes noted in the report.

Principal Capacity in Diagnostic Review

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

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

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

☐ The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.

☒ It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

☐ It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

☐ It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal has the capacity to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school. The principal has established a culture of trust among stakeholders. Teacher, family, staff and student interviews, plus informal and formal observations by the review team, indicate that the school culture is welcoming and caring. Many students at the school are English Learners and the majority of the student population are economically disadvantaged. However, multiple programs and resources are available to help improve student social and emotional learning. English Learners, in particular, have shown more growth than their peers.

There is a preponderance of evidence from stakeholder interviews and evidence provided by the school showing that the principal has not regularly evaluated instructional programs and organizational conditions to improve instruction and advance learning. Additionally, the principal stated this was an area for growth for her in her presentation to the Diagnostic Review Team. The team found no evidence showing a formal process for monitoring the implementation of programs or evaluating them to determine whether to retain, change, or replace programs or practices. Walkthrough and assessment data show a lack of instructional rigor in the classrooms. The principal needs to create a system to ensure that the Kentucky Academic Standards are taught at the appropriate level for which the students are being assessed on the KSA.

The principal, leadership team and teacher leaders have established a great foundation to increase student learning but should now be ready to take teacher effectiveness and student achievement to the next level. The principal should create a schoolwide system that ensures high expectations for teachers to provide students with high-yield instructional strategies and engaging lessons. Additionally, the principal should ensure teachers hold students to high expectations to make significant gains regardless of their barriers. Perhaps the greatest strength of the principal is that she led the establishment of a positive, caring, and welcoming school culture as evidenced

through walkthrough data, stakeholder interviews, and stakeholder survey data. For example, the school has experienced little teacher turnover as compared to similar schools in the district. Additionally, the principal has made significant improvements in leading teachers to create well-managed classrooms, and students are well-behaved in all common areas. According to stakeholder interviews, the school's culture, climate, and student behavior have improved dramatically during the principal's tenure at the school. The principal is well-liked by the faculty, staff, and parents and is considered approachable.

Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
James Driscoll, Ed.D, Lead Evaluator	James Driscoll currently serves as the superintendent for Tempe Elementary School District. His previous experiences include teacher, dean of students, assistant principal, principal, director of special education, district hearing officer, assistant superintendent for east area schools, and assistant superintendent of human resources. He also serves on the executive board for Arizona School Administrators Association.
Jim Hamm, Associate Lead Evaluator	Jim Hamm has more than 35 years of experience as a teacher and administrator. He is currently serving the Kentucky Department of Education as an Educational Recovery Leader. He has served as both an elementary and high school principal. He also served in various central office positions. The last several years of his career were spent on a Memorandum of Agreement (MOA) with the Kentucky Department of Education. He served as a Professional Growth and Effectiveness Lead, Educational Recovery Leader, State Assistance Monitor, and State Manager during this time.
Vangie Altman	Vangie Altman has 33 years of experience in education, having taught at all three levels, as well as serving as the district gifted and talented coordinator at Campbellsville Independent School System. For the last 13 years, Mrs. Altman has served as an Educational Recovery Specialist with the Kentucky Department of Education. She is currently retired and serves as a facilitator and coach for The Turnaround for Performance Institute in Georgia as well as a Diagnostic Review Team member for the Kentucky Department of Education.
Ciara Wheatley	Ciara Wheatley has 12 years of experience in education, having taught and is currently serving as an instructional coach for the Marion County Public School District in Kentucky. She has served on the English language arts advisory panel for the Kentucky Department of Education where she helped develop the new Kentucky academic standards, interdisciplinary literacy practices, and multiple supporting resources to guide the implementation of the standards. Additionally, she has worked with the Kentucky Department of Education to develop and review the Kentucky Summative Assessment. Mrs. Wheatley has also led efforts at the building, district, state, and national levels to ensure that high-quality, research and standards-based instruction is accessible to all learners.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

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
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 .	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

Key Characteristic 3: Engagement of Learning

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

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

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

Key Characteristic 4: Growth in Learning

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

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

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

Student Performance Data

School Name: Semple Elementary

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	22	45
	4	16	46
	5	21	45
Math	3	*	38
	4	12	39
	5	10	38
Science	4	*	29
Social Studies	5	19	37
Editing and Mechanics	5	17	47
On Demand Writing	5	10	33

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

Delta
- Fifth-grade math scores were 28 percentage points below the state average and fourth-grade math scores were 27 percentage points below the state average.
- Fifth-grade on demand writing scores were 23 percentage points below the state average.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	33	38
Percent Score of 60-80	30	28
Percent Score of 100	26	19
Percent Score of 140	8	9

Plus
- According to data from the 2021-22 Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment, students performed seven percentage points above the state average in the percent score of the 100 range.
- According to data from the 2021-22 ACCESS assessment, students performed only one percentage point below the state average in the percent score of 140 range.

Delta
- According to data from the 2021-22 ACCESS assessment, 33 percent of students received a percent score of zero.

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	22	*	N/A	N/A	N/A	N/A
Female	29	*	N/A	N/A	N/A	N/A
Male	17	*	N/A	N/A	N/A	N/A
African American	22	*	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	20	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	32	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	24	*	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	27	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	22	*	N/A	N/A	N/A	N/A
English Learner	22	*	N/A	N/A	N/A	N/A
Non-English Learner	23	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	23	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	22	*	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
- Third-grade reading scores for females were seven percentage points higher than all students' scores, and the white students scored 10 percentage points higher than all students.

Delta
- Third-grade reading scores for males were five percentage points lower than the scores of all students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	16	12	*	N/A	N/A	N/A
Female	15	10	*	N/A	N/A	N/A
Male	17	14	*	N/A	N/A	N/A
African American	14	*	*	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	26	16	*	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)	11	17	*	N/A	N/A	N/A
Economically Disadvantaged	15	12	*	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	18	14	*	N/A	N/A	N/A
English Learner Including Monitored	7	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	23	18	*	N/A	N/A	N/A
Non-English Learner or Monitored	20	17	*	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	15	12	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus
- Fourth-grade reading scores for Hispanic or Latino students were 10 percentage points higher than all students.

Delta
- Fourth-grade math scores for female students were two percentage points lower than the scores for all students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	21	10	N/A	19	17	10
Female	21	*	N/A	14	21	14
Male	22	15	N/A	*	*	*
African American	16	*	N/A	8	*	8
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)	25	*	N/A	*	20	*
Economically Disadvantaged	17	11	N/A	*	16	*
Non-Economically Disadvantaged	43	*	N/A	21	*	29
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	22	10	N/A	20	17	10
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	28	9	N/A	19	20	13
Non-English Learner or Monitored	27	10	N/A	17	17	13
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	20	10	N/A	19	16	10
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus
- Fifth-grade reading scores for non-economically disadvantaged students were 22 percentage points higher than for all students tested in that grade level and their scores were 19 percentage points higher in on demand writing.

Delta
- Fifth-grade social studies scores for African American students were 11 percentage points lower than the scores for all students tested in that grade level and were five percentage points lower in reading.

Schedule

Monday, November 28, 2022

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

Tuesday, November 29, 2022

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m.- 5:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
5:00 p.m. – 5:30 p.m.	Team returns to hotel		
5:30 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 30, 2022

Time	Event	Where	Who
7:45 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. – 4:30 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 1, 2022

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