

Cognia Diagnostic Review Report

Results for:
Warren Elementary

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	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	24
Noncertified Staff	1
Students	6
Parents	4
Total	44

Performance Standards Evaluation

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

indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

The Diagnostic Review Team found several strengths at Warren Elementary. The principal, assistant principal, guidance counselor, teachers, and support staff care about their students and are committed to addressing their social-emotional needs. Care and commitment were evident as teachers and leaders greeted students each morning, teachers hugged and expressed their love for the students at various times during the day, and leaders were highly visible and interacted positively with staff and students. Parents indicated they view the school as respectful, safe, warm, and welcoming. Likewise, students used words such as "safe," "friendly," "exciting," and "polite" to describe the school. Student work and inspiring and positive messages were displayed in hallways and classrooms. Interview and informal observational data revealed that staff members are supportive of each other and care about the well-being of the students. To further meet the needs of the students, the principal has created several stakeholder partnerships, including with Southern Kentucky Community and Technical College, Walmart, SKYsoccer, Crossland Community Church, Barren River Health Department, and Green River Regional Educational Cooperative. Student survey results showed that 88 percent of students agreed/absolutely agreed that "adults make sure we have what we need to learn (8)."

During the school overview presentation, the principal communicated his sense of urgency to shift the school's culture to one of accountability. Interview data revealed that one immediate change toward that shift has been the requirement of lesson plans by teachers with feedback from leadership. Another example is that leaders require professional learning communities (PLCs) to implement the Warren Elementary continuous improvement cycle to increase instructional rigor across classrooms. Artifact data showed the master schedule is designed to allow grade-level teams to meet and plan for development, gradual release, and mastery of standards. The Diagnostic Review Team observed PLC meetings in which staff members collaborated with each other to analyze and discuss student performance. While the discussions were focused on DuFour's four critical questions of a PLC, the team did not observe PLC's devoting attention to the needs of various student subgroups. These observational data were consistent with survey data which revealed 68 percent of educators agreed/absolutely agreed that "we base our improvement efforts on learners' needs (5)" and 65 percent of educators agreed/absolutely agreed that "we deliver instruction that considers learners' needs, interests, and potential (8)."

The Diagnostic Review Team reviewed artifacts focused on current instructional practices and found that they contain three goals for instructional improvement: progress monitoring, high expectations, and equitable and active learning. Yet, observational data revealed limited progress monitoring or high expectations as it was evident/very evident in 21 percent of classrooms that, "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and that "Learners demonstrate and/or are able to describe high quality work (B3)."

The Diagnostic Review Team noted many activities in the Comprehensive School Improvement Plan (CSIP) reference the PLC process with walkthroughs as a progress monitoring tool. However, interview and artifact data revealed a lack of classroom walkthroughs with non-evaluative feedback to teachers that could positively impact instructional practices for subgroups such as English learners (ELs).

To improve feedback from walkthroughs, leaders would benefit from professional learning (e.g., book studies, formal training) regarding rigor, high-yield strategies, and cooperative learning. Perception data disclosed 65



percent of educators agreed/absolutely agreed that “at my institution, we deliver instruction that considers learners’ needs, interests, and potential (8)”, and 68 percent agreed/absolutely agreed that “we follow a process to determine the support that learners need (10).” The school could improve teaching and learning by leveraging consistent, ongoing, and embedded professional learning for teachers on instructional design and using data to meet individual student needs.

Observational, interview, and stakeholder perception data confirmed that students have minimal opportunities to engage in rigorous coursework and discussions that require higher order thinking. Many learners could not explain how their work is assessed or how they monitor their learning process. While research-based instructional strategies were observed in classrooms, implementation was inconsistent across the school. The Diagnostic Review Team found little evidence showing that the school engages stakeholders in systematic processes of continuous improvement. When asked about the expectation to use data to inform differentiated instruction, teachers described a process for reviewing data, but observational data revealed a lack of individualized support for students. In addition, the current expectations for monitoring improvement efforts and communicating results to stakeholders are not implemented consistently. Although the team found little evidence of teachers using data sources effectively to evaluate programs or monitor the impact of instructional strategies on all learners’ individual needs, the current PLC structures and protocols could be leveraged to incorporate these practices.

Potential Leader Actions:

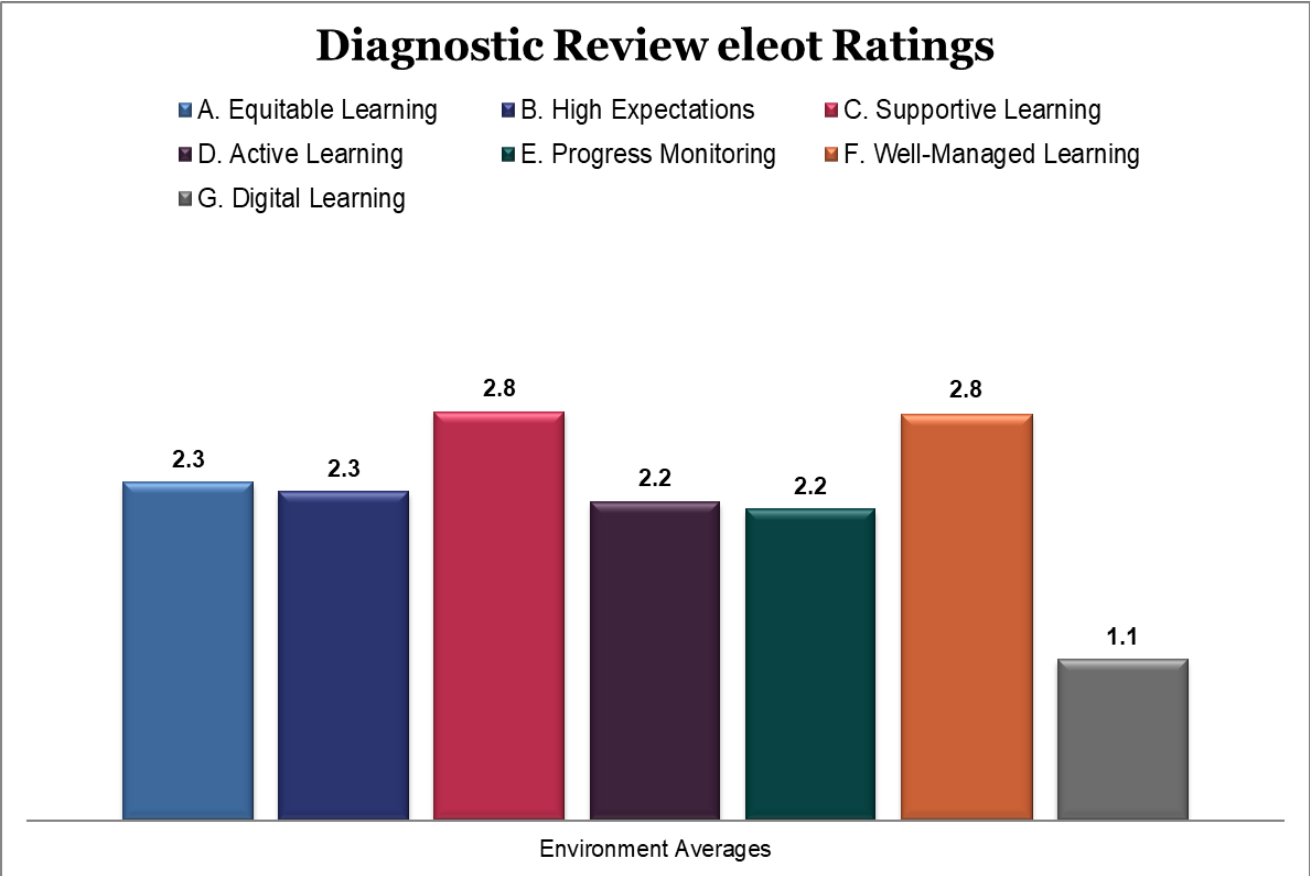
- Implement a rigorous curriculum in every classroom that includes content discourse and active engagement strategies to prepare all learners for the next level.
- Refine the weekly walkthrough observation schedule to intentionally monitor the continuous improvement process and provide feedback to teachers on implementing evidence-based practices.
- Ensure instructional planning and delivery to meet the diverse needs of all learners.



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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.0	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	42%	25%	21%	13%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	29%	50%	13%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	4%	0%	63%	33%
A4	1.4	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.	58%	42%	0%	0%
Overall rating on a 4-point scale:			2.3			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	13%	42%	42%	4%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	8%	33%	54%	4%
B3	2.1	Learners demonstrate and/or are able to describe high quality work.	21%	58%	13%	8%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	25%	29%	42%	4%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	29%	38%	25%	8%
Overall rating on a 4-point scale:			2.3			

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.	8%	13%	58%	21%
C2	2.7	Learners take risks in learning (without fear of negative feedback).	8%	17%	75%	0%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	29%	50%	13%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	8%	8%	50%	33%
Overall rating on a 4-point scale:			2.8			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	13%	42%	42%	4%
D2	1.9	Learners make connections from content to real-life experiences.	42%	29%	25%	4%
D3	2.6	Learners are actively engaged in the learning activities.	4%	38%	50%	8%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	33%	42%	25%	0%
Overall rating on a 4-point scale:			2.2			

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.	42%	38%	21%	0%
E2	2.5	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	8%	38%	54%	0%
E3	2.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	8%	38%	50%	4%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	33%	46%	21%	0%
Overall rating on a 4-point scale:			2.2			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	4%	17%	50%	29%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4%	17%	58%	21%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	25%	17%	29%	29%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	13%	25%	46%	17%
Overall rating on a 4-point scale:			2.8			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	92%	4%	0%	4%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	100%	0%	0%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	92%	4%	0%	4%
Overall rating on a 4-point scale:		1.1				

eleot Narrative

The Diagnostic Review Team conducted 24 eleot observations in all core content classes and informal observations in other classrooms and common areas throughout the school. Observational data provided the team with sufficient insight regarding instructional practices and student learning at Warren Elementary. The team observed many positive interactions among students, teachers, support staff, and leaders. It was evident/very evident in 83 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” Students in several classrooms were observed raising their hands to speak or leave their seat. It was evident/very evident in 79 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” Observational data disclosed that student behavior was an emerging strength. For example, it was evident/very evident in 79 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

The Well-Managed Learning Environment scored an overall rating of 2.8 on a four-point scale. The Diagnostic Review Team observed faculty and staff monitoring the hallways during class transitions and observed minimal classroom disruptions. It was evident/very evident in 63 percent of classrooms that learners “use class time purposefully with minimal wasted time or disruptions (F4).” Although the team observed teachers using timers on the interactive white boards to signal when to transition to the next learning activity, it was evident/very evident in 58 percent of classrooms that “Learners transition smoothly and efficiently from one activity to another (F3).” In several instances, teachers did not address off-task behaviors and disengaged students. During interviews, some stakeholders asserted that student behavior could be improved with more support from leaders. However, neither observational nor stakeholder perception data supported this assertion.

The Supportive Learning Environment also scored an overall rating of 2.8. While more informal observations indicated that the overall school environment is warm, caring, and inviting, observers noted it was evident/very evident in 79 percent of classrooms that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1).” Furthermore, it was evident/very evident in 75 percent of classrooms that “learners take risks in learning (without fear of negative feedback) (C2)”, and evident/very evident in 63 percent of classrooms that “Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3).” These ratings indicate educators need to provide students with more cooperative

learning tasks that integrate peer-to-peer discourse and feedback and with additional resources for students during the learning process.

Observational data revealed that two learning environments need improvement: Equitable Learning and High Expectations, which both received an overall rating of 2.3. It was evident/very evident in 21 percent of classrooms, that “learners demonstrate and/or are able to describe high quality work (B3)” and in 46 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).” Learning targets were visible in many classrooms; however, students seldom revisited these targets during lessons. Also, when asked how their work was assessed or how they knew they were on track in the lesson or doing a good job, students said their teachers would grade their work. It was evident/very evident in 58 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” When asked, students could not communicate learning expectations and success criteria. It was evident/very evident in 46 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Similarly, it was evident/very evident in 33 percent of classrooms that “Learners take responsibility for and are self-directed in their learning (B5).” These ratings support the need to cultivate higher expectations and clear outcomes for student performance and to increase rigor with an emphasis on developing students’ higher order thinking skills.

The Diagnostic Review Team observed most learners being treated fairly and consistently. However, learners who “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)” were evident/very evident in zero percent of classrooms. The team observed little differentiated instruction, as it was evident/very evident in 34 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” While some instruction involved students working at different stations, in several classrooms the student assignments were the same at all stations.

The Active Learning and Progress Monitoring and Feedback Learning environments received the same overall rating of 2.2, denoting areas in need of significant improvement. It was evident/very evident in 25 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).” It was also evident/very evident in 29 percent of classrooms that “Learners make connections from content to real-life experiences (D2).” In several instances, students were working together in table groups, but the team observed few occasions of students actively engaged in talking about their work, identifying learning targets, or monitoring their progress toward lesson goals. Also, it was evident/very evident in 58 percent of classrooms that “learners are actively engaged in the learning activities (D3)” and evident/very evident in 46 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1).” Evidence indicated limited collaboration to promote student-centered learning, improve social communication, and give students opportunities to use academic vocabulary. The Diagnostic Review Team did not observe the use of rubrics or checklists during instruction as a means of students self-assessing mastery of the standards/content, and it was evident/very evident in 21 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” When asked how they knew if they understood the learning activity, students responded that their teacher would grade the assignment. This response was supported by observational data, which revealed it was evident/very evident in 21 percent of classrooms that “Learners understand and/or are able to explain how their work is assessed (E4).”

The Digital Learning Environment scored 1.1. It was evident/very evident in four percent of classrooms that “learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)” and that “Learners use digital tools to communicate and work collaboratively (G3).” In addition, it was evident/very evident in zero percent of classrooms that student used computers to “conduct research, solve problems, and/or create original works for learning (G1).” However, these scores directly correlated to the fact that the school had an Internet outage shortly after observations began. During informal observations on the following day, the

Internet connection was restored, and the review team observed several classrooms where technology was used for learning.

The Diagnostic Review Team was concerned about the lack of differentiated instruction to meet students' individual learning needs. Continued growth in the Well-Managed and Supportive Learning environments can be leveraged to provide a foundation for implementing high-rigor instructional strategies and evidence-based differentiated learning tasks.

Potential leader actions:

- Develop a system that includes regular observations, feedback (e.g., standards alignment, instructional adjustments), and monitoring to improve instructional capacity.
- Plan professional learning activities on the topics of rigor, engagement, questioning, student-led discourse, and formative assessments including self-assessment.
- Evaluate the use of the Positive Behavioral Interventions and Supports (PBIS) program in classrooms, and ensure consistent and effective implementation in all classrooms, including behavioral referrals to leaders.
- Evaluate student tasks for the level of rigor and engagement.



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

Devise a systematic, continuous improvement process (e.g., envisioning, planning, implementing, and evaluating) to include data-informed decisions that drive the next steps to meet all students' academic and non-academic needs. Leverage stakeholder groups (e.g., administrators, coaches, teacher leaders) throughout the improvement process and consistently monitor the implementation of the school's priorities for continuous improvement.

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

Findings:

Student performance data indicated that processes and procedures were not effectively implemented to meet the instructional needs of all learners. For example, the percentage of students who scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in 2021-22 was below the state average in all content areas and across all grade levels with reportable numbers. These data were corroborated by survey data showing 68 percent of educators agreed/absolutely agreed that "At my institution, we base our improvement efforts on learners' needs (5)."

While evidence validated that students are supported socially and emotionally and treated fairly, classroom observational data did not indicate that multiple data sets are analyzed to make differentiated instructional decisions. Specifically, it was evident/very evident in 21 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Learners who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 54 percent of classrooms. Also, it was evident/very evident in 54 percent of classrooms that learners "demonstrate and/or verbalize understanding of the lesson content (E3)" and in 21 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)."

Classroom observational data showed that students rarely made connections to real life. It was evident/very evident in 29 percent of classrooms that "Learners make connections from content to real-life experiences (D2)." However, family and student survey data differed from observational data on this point. For instance, family and student survey data showed that 86 percent of families agreed/absolutely agreed that in the last 30 days, their child "had lessons that prepared them for the future (13)", and 75 percent of students agreed/absolutely agreed that in the last 30 days, they had "lessons that will help me do well in the future (11)." Educator survey data also revealed that 84 percent of educators agreed/absolutely agreed that in the last 30 days they "provided opportunities to help learners acquire skills needed for the future (15)." Furthermore, educator survey data revealed that 65 percent of educators agreed/absolutely agreed that "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Observational data suggested that learners were not fully engaged in learning activities in their classrooms. For example, in one classroom, students worked in table groups on a worksheet while the teacher worked with students at the teacher table. Several students became disruptive and distracted other students. It was evident/very evident in 58 percent of classrooms that "Learners are actively engaged in the learning activity (D3)."

A review of documents and artifacts shared by the school revealed that teachers participate in PLC meetings to analyze assessment results (e.g., exit tickets, Houghton Mifflin Harcourt [HMH]) to meet learners' needs. They



use DuFour’s four guiding questions: 1) What do we want students to know; 2) How will we know when they have learned it; 3) How will we respond when they haven’t learned it; and 4) What will we do to extend their learning when they already know it. However, PLCs have not established effective, results-driven, and continuous improvement planning processes to monitor individual student achievement. For example, learners who “engage in differentiated learning opportunities and /or activities that meet their needs (A1)” were evident/very evident in 34 percent of classrooms. Leaders have created structures to provide ongoing opportunities for data-driven collaborative work during PLC meetings, but the Diagnostic Review Team observed little evidence that leaders are monitoring these meetings for effectiveness and for the impact on individualized learning. Furthermore, most stakeholders could not articulate how data are used to determine whether teachers deliver instruction designed to meet individual student needs. PLCs could be leveraged for improvement if data-driven processes and procedures are developed and consistently implemented and monitored.

Overall, in most classrooms, teachers designed instruction around the curriculum objectives and learning targets with little emphasis on learner needs and interests. In some classrooms, teachers adjusted instructional activities based on the academic needs of students. Other than some of the work in PLCs, the Diagnostic Review Team did not see a working system for ensuring consistency in the learning process or in the overall instructional process (e.g., a Plan-Do-Study-Act cycle).

Potential Leader Actions:

- Use formal observations and informal classroom walkthroughs to monitor instructional practices.
- Provide teachers with specific and timely feedback and support (e.g., instructional coaching, job-embedded professional development) to improve differentiated instruction based on learners’ needs.
- Evaluate the effectiveness of core instruction based on the analysis of formative data to ensure individual learners’ needs are being met.
- Implement a systematic continuous improvement process to ensure data-informed decisions are used to drive the next steps to meet students’ academic and non-academic needs.
- Leverage stakeholder groups to consistently monitor the implementation of the school’s priorities.

Improvement Priority 2

Execute a data-driven instructional process with clear expectations for implementation and a deliberate focus on instructional planning for Tiers I, II, and III to ensure grade-level rigor in all content areas that meets the individual needs of all students (including subgroups). Use data (i.e., formal and informal) to monitor and evaluate the effectiveness of instruction to provide immediate and timely feedback for instructional adjustments.

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

Findings:

On the 2021-22 KSA, student performance was below the state average in every content area and across all subgroups except English learners (ELs). In fifth-grade reading, 27 percent of students scored proficient/distinguished compared to the state average of 45 percent. In third-grade mathematics, eight percent of students scored proficient/distinguished, compared to the state average of 38 percent, and in fourth-grade mathematics, 12 percent of students scored proficient/distinguished compared to the state average of 46 percent. In fifth-grade reading, 12 percent of ELs and 30 percent of ELs including monitored scored proficient/distinguished compared to 41 percent of non-ELs. A review of student performance data suggested the school sporadically implements data-informed instructional practices and student learning tasks at the level necessary to meet the rigor of state standards. It also suggested the school is not consistently utilizing data from various sources (e.g., Measures of Academic Progress [MAP], KSA, HMH, Fastbridge) to improve teaching and learning with instructional adjustments.

Stakeholder interviews denoted the need for a stronger instructional focus with support around rigorous standards implementation, effective use of curricular materials, and instructional adjustments to meet all students' needs. A review of lesson plans disclosed a focus on standards and learning target alignment; however, lesson plans did not outline opportunities for differentiation, content discourse, or higher order questions. Additionally, lesson plans lacked intentional opportunities to formatively assess students with strategies other than exit tickets. Likewise, 61 percent of educators agreed/absolutely agreed that "At my institution, we work closely with each other and our stakeholders to support learners (6)." Collaborative planning sessions such as Thought Partner Thursday can be leveraged to create opportunities for stakeholders to work together to support learners, enhancing Tier I instruction.

Classroom observational data showed that students rarely engaged in differentiated assignments to meet their individual academic needs. For example, in several classrooms all students completed the same assignment, some with the assistance of an instructional aide and some without. Furthermore, it was evident/very evident in 34 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." In some instances, once students began to work in small groups, opportunities for academic discourse and feedback ceased for students outside of the teacher group. It was evident/very evident in 63 percent of classrooms that "Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3)." These ratings indicate a need for more cooperative learning tasks that integrate peer-to-peer discourse and feedback.

An artifact and document review disclosed lesson plans that did not include differentiated instruction or real-life applications in reading or mathematics. Similarly, it was evident/very evident in 29 percent of classrooms that "Learners make connections from content to real-life experiences (D2)." Classroom observations rarely indicated instruction was specifically designed to meet students' needs. Observations revealed students completing the same tasks (e.g., worksheets, other assignments) with limited instructional strategies specifically designed to meet individual students' needs.



Potential Leader Actions:

- Collaborate with stakeholders to develop a common understanding of best-practice instructional strategies and expectations for all students.
- Strengthen the current multi-tiered systems of support (MTSS) to be culturally responsive by including an evaluation of the effectiveness of current practices, processes, and programs intended to support all student subgroups.

Your Next Steps

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

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

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



Principal Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal at Warren Elementary began his opening presentation by stating that he loves the children at his school. Stakeholder interviews confirmed this, and respondents attested to a loving culture. Stakeholder surveys described the environment as welcoming, respectful, friendly, safe, and warm. With over 86 percent of students qualifying for free and/or reduced lunch, a population of 62 percent ELs, and 11 percent of students receiving special education services, this culture has abounded. Unfortunately, this well-intentioned emotional support has unintentionally led to low expectations. While the principal has embraced the diversity of his student body, leadership would benefit from support in making the school more effective for each student, teacher, and staff member by individualizing the learning process. All leaders, teachers, and staff need training on how to best meet the needs of these students, either by implementing effective co-teaching strategies; creating, implementing, and monitoring interventions within a MTSS; or building leadership and pedagogical capacity.

While the district has supported the school with resources for additional teachers and assistants specifically for the EL community, all positions have not been filled. The school should take advantage of building partnerships with colleges and universities for recruitment of an English as a Second Language (ESL)-endorsed teaching force. The school could also benefit from a "grow your own" ESL teacher program.

There is an underlying culture issue in the building. Stakeholder interviews revealed the perception that behavior issues are not being addressed by leaders, thus generating issues of trust and frustration. Staffing changes have left vacancies in the behavior interventionist and assistant positions. Behavior matrices are specific to each classroom, which fortifies the perception of inconsistency. Stakeholder interviews suggest students realize



consequences are inconsistent and sometimes can be a reward (e.g., time alone with an adult, coloring sheets, office helper).

To promote coherence among programs and practices, the principal would benefit from adopting a systems perspective for providing support in developing and implementing a culturally responsive behavior plan with special consideration for transitioning EL newcomers to the expectations. The team suggests the school strategically consider its staffing to prioritize the positions of behavior interventionist and assistant.

The team recognizes the growth mindset of the principal and acknowledges his willingness to learn as a strength. The principal stated in his interview that he sees instruction as a potential area of growth. The team has determined that with support in an ongoing process of evidence-based inquiry, learning, strategic goal-setting, planning, implementation, and evaluation for continuous school and classroom improvement, this school can be successful.

The principal would benefit from support not only in learning the process of continuous improvement planning, monitoring, and implementation, but also in owning that vision. While the district has worked with the principal and assistant principal in fulfilling the state requirements, the building leadership will need to assume the responsibility of committing to and prioritizing the work.



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
Dr. Angela McCord	Angela McCord has 20 years of experience as an educator in South Carolina and Georgia schools. Dr. McCord has served as a National Board Certified Teacher of adolescent mathematics, integration technology specialist, mathematics coach, school administrator, post-secondary adjunct instructor at Coastal Carolina University, and district school improvement specialist in Savannah-Chatham Public Schools. She has presented at state and national conferences on research-based instructional strategies in mathematics and compelling formative assessment practices. Currently she is the chief executive officer at MC SQUARED Consulting.
Vickie Grigson	Vickie Grigson has 37 years of experience in education, having taught, as well as served as an instructional coach and principal. She has served as an Educational Recovery (ER) Specialist and Leader for the Kentucky Department of Education and continues to work part time as a lead to conduct Diagnostic Reviews. Vickie has worked with Cognia as a presenter of instructional strategies and best practices in education. She is currently retired and works part time as a principal mentor in central Kentucky.
Robyn Baxter	Robyn Baxter has 30 years of experience as a teacher, administrator, and continuous improvement support staff in Kentucky Comprehensive Support and Improvement schools. Her experience in the classroom includes high school English and drama, and elementary, middle, and high school library media. She is a certified by the National Board and has been an assistant principal at the high school level. Since 2010, she has served as an Educational Recovery (ER) Leader for the Kentucky Department of Education, supporting Jefferson County schools in continuous improvement in the areas of leadership, literacy, and math.
Lacheena Carothers	Lacheena Carothers has purposefully worked in alternative education for over 19 years. She has developed, directed, taught, and consulted with alternative education programs and schools in both Indiana and Kentucky. She worked at the Kentucky Department of Education as an alternative education program consultant and now works as the Title I State Agency Director for the Kentucky Department of Juvenile Justice. She is currently working with the National Dropout Prevention Center as a candidate to become certified as a National Dropout Prevention Specialist. In addition to working as an alternative educator, she worked at the Whitney Young Job Corps program as an entry educator for new students.

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.	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.	2
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	2

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed 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: 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.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	1
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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

Student Performance Data

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	15	45
	4	12	46
	5	27	45
	6	17	44
Math	3	8	38
	4	12	39
	5	*	38
	6	*	38
Science	4	*	29
Social Studies	5	22	37
Editing and Mechanics	5	25	47
On Demand Writing	5	18	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in all content areas at all grade levels with reportable numbers.
- In third-grade reading, 15 percent of students scored proficient/distinguished.
- In fourth-grade reading, 12 percent of students scored proficient/distinguished.
- In fourth-grade math, 12 percent of students scored proficient/distinguished.
- In third-grade math, eight percent of students scored proficient/distinguished.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	38	38
Percent Score of 60-80	29	28
Percent Score of 100	19	19
Percent Score of 140	8	9

Plus

- Nineteen percent of ELs received 100 points for progress on the ACCESS assessment, which was equal to the state average.

Delta

- Thirty-eight percent of ELs did not progress on the ACCESS assessment and received 0 points.
- Eight percent of ELs received 140 points for progress on the ACCESS assessment, which was below the state average.



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	15	8	N/A	N/A	N/A	N/A
Female	14	*	N/A	N/A	N/A	N/A
Male	*	8	N/A	N/A	N/A	N/A
African American	12	*	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)	24	12	N/A	N/A	N/A	N/A
Economically Disadvantaged	16	8	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	17	9	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	11	N/A	N/A	N/A	N/A
English Learner	*	9	N/A	N/A	N/A	N/A
Non-English Learner	15	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	12	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	15	8	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of third-grade African American students who scored proficient/distinguished in reading was 12 percentage points below their white peers.
- The percentage of all third-grade students who scored proficient/distinguished in math was four percentage points below their White peers.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	12	12	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	14	16	*	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)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	13	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	12	13	*	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	21	21	*	N/A	N/A	N/A
Non-English Learner or Monitored	11	11	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	12	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- The percentage of all students who scored proficient/distinguished in fourth-grade reading was nine percentage points below non-ELs.
- The percentage of all students who scored proficient/distinguished in fourth-grade math was four percentage points below male 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	27	*	N/A	22	25	18
Female	32	*	N/A	24	32	24
Male	23	*	N/A	20	*	*
African American	*	*	N/A	*	7	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	48	*	N/A	26	35	26
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	38	*
Economically Disadvantaged	28	*	N/A	22	26	18
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	33	*	N/A	27	30	22
English Learner Including Monitored	30	*	N/A	21	23	*
English Learner	12	*	N/A	*	*	*
Non-English Learner	41	*	N/A	36	38	28
Non-English Learner or Monitored	*	*	N/A	23	27	23
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	25	*	N/A	22	24	17
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- The percentage of all students who scored proficient/distinguished in fifth-grade reading was 21 percentage points below their Hispanic or Latino peers.
- The percentage of all students who scored proficient/distinguished in fifth-grade editing and mechanics was 13 percentage points below White students.

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	17	*	N/A	N/A	N/A	N/A
Female	32	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	9	*	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)	29	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	18	*	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	20	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	5	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	29	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	31	*	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	13	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of African American students who scored proficient/distinguished in sixth-grade reading was 23 percentage points below female students and eight percentage points below all students.
- The percentage of all students who scored proficient/distinguished in sixth-grade reading was 12 percentage points below white students.

Schedule

Monday, February 6, 2023

Time	Event	Where	Who
3:00 p.m. – 7:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 7, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:30 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 8, 2023

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:35 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

