

Cognia Diagnostic Review Report

Results for:
Carroll County School District

December 12-15, 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	6
Building-Level Administrators	1
School Board Members	5
Certified Staff	13
Noncertified Staff	6
Students	23
Parents	7
Total	61

Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia

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

Insights from the Review

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

Strengths and Continuous Improvement:

The current superintendent began approximately two months before the end of the 2021-22 school year. One of the superintendent's first tasks was to collect external and internal stakeholder perception data via open-ended questionnaires (i.e., 100-day surveys). The superintendent amassed a tremendous amount of anecdotal information and informal perception data. During the district overview presentation, the district explained the results from the 100-day surveys, internally analyzed Measures of Academic Progress (MAP) data, Kentucky Summative Assessment (KSA) data, and other sources of data (e.g., attendance, discipline, teacher recruitment, retention). This documentation and interview data indicated that district leaders lack a fully guaranteed and viable curriculum and a balanced assessment system to monitor implementation. In addition, they communicated that they feel a sense of urgency to address these concerns.

From August 2022 to present, the district administrative team focused on four areas: curriculum, instructional process, Multi-Tiered System of Supports (MTSS), and professional learning communities (PLC)s. With its intentional focus on these areas, district administrators collaborated with the middle school administrative team to create and implement systems that positively impact teaching and learning while bridging the four focus areas together. Through the use of a district monitoring guide, the district had evidence of administrative discussions and accountability.

A strength for the district was narrowing the focus of administrative monitoring to four areas (i.e., curriculum, instructional process, PLCs, and MTSS). The intent of focusing on these areas was to create consistent systems across the district and support schools to improve in these areas. The district can capitalize on its strengths by using the Key Core Work Processes (KCWPs) to determine next steps as the district continues to implement high quality instructional programs and monitor the effectiveness to ensure students are experiencing high growth in reading and math. In addition, a recent district needs assessment (i.e., Carroll County Schools Needs Assessment) suggested the district should find more opportunities to celebrate successes to help motivate students. Solution Tree training and coaching were in place for PLCs, and the district reported that it had a strong opportunity to focus on and monitor student learning. An additional strength that the district can leverage to promote curricular consistency across the district is the process that was used to vet, adopt, and implement a high-quality instructional English language arts (ELA) curriculum. It is the intention of district administration to vet, adopt, and implement a high-quality instructional math curriculum across the district during the next year. In addition, identifying and implementing a district coaching protocol could increase teacher impact on student achievement. Professional development alignment in the four focus areas can be a strength, and PLC training should continue.



The Diagnostic Review Team suggests that the district use teaching and learning data findings as an opportunity to turn weaknesses into strengths. This can be done by standardizing walkthrough data protocols across the district. Although walkthrough practices were mentioned several times, a lack of evidence for walkthrough data was shared. An analysis of this practice and standardizing what to look for when both district and building administrators conduct a classroom walkthrough can provide a wealth of comparison data. Implementation of the new high-quality instructional math program is an opportunity for ongoing professional learning in math and vertical alignment of math standards. Using standardized walkthrough protocols would also assist the district in monitoring the implementation of the new high-quality instructional math resources.

Student scores on the MAP and KSA were below state averages across all content areas. Impediments to improving proficiency were finding enough qualified candidates to fill the various personnel positions and encountering significant staff turnover. This year, the district reported that 30 percent of its teaching staff was new. In addition, creating teacher buy-in along with retention was needed to effectively implement high-quality instruction and increase student learning. The lack of a consistent system to monitor curriculum implementation and effectiveness was an area of growth opportunity, and the district would benefit by making this a priority. The district lacked a vertically aligned curriculum and unit development in science, social studies, and math. An area of opportunity is developing a district-wide, systematic process to ensure common formative assessments and summative assessments are aligned with standards. Processes to develop common formative and summative assessments should be pursued as a priority. District administrators reported that establishing a district-wide writing plan should also be addressed because it was not successfully created and implemented through the previous year's Comprehensive District Improvement Plan (CDIP).

The district had a current CDIP, which was developed during the spring, summer, and fall of 2022 under the leadership of the current district administrative team and the new superintendent. It was designed to be a three-year plan. The plan addressed improving student reading and math proficiency, increasing academic indicators in all content areas, decreasing the gap of demographically identified students, increasing the growth of English Learners, providing quality climate and safety, increasing post-secondary readiness, and improving the graduation rate. Strategies and activities can be supported by the four "big rocks" that the district defined as curriculum, instruction, MTSS, and PLCs.

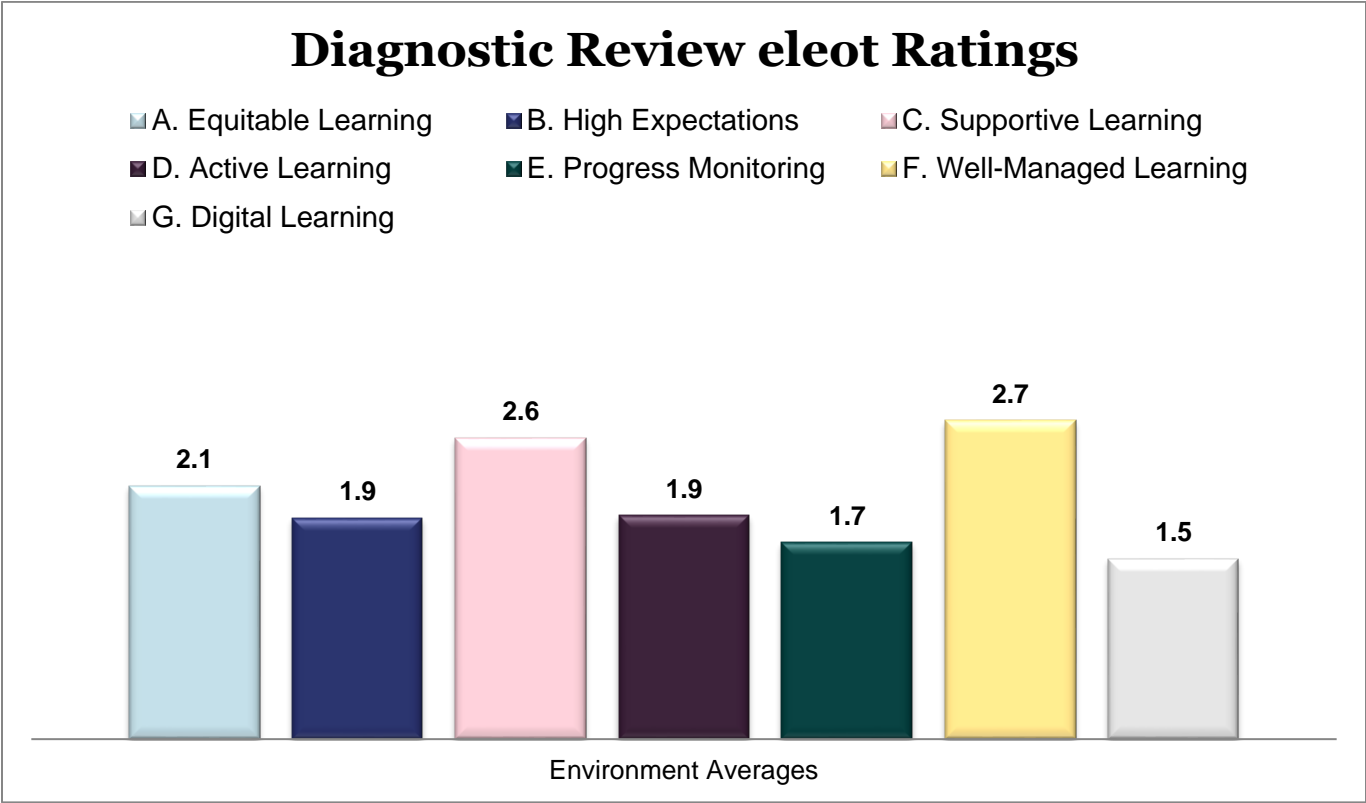
Potential Leader Actions:

- Leverage the use of the PLC structure to provide faculty with explicit training on evidence-based instructional strategies that promote student engagement.
- Expand the use of instructional coaches collaborating with new teachers to provide individual classroom coaching for all staff.
- Leverage the implementation of the ELA curriculum and resources and use these processes in other curricular areas.

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	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	63%	25%	8%	4%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	25%	13%	33%	29%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	4%	29%	25%	42%
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.	67%	33%	0%	0%
Overall rating on a 4-point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	46%	33%	21%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	29%	46%	17%	8%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	46%	42%	13%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	38%	38%	17%	8%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	29%	46%	25%	0%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	21%	33%	13%	33%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	29%	33%	25%	13%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	50%	25%	17%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	29%	13%	46%
Overall rating on a 4-point scale:			2.6			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	50%	33%	13%	4%
D2	1.7	Learners make connections from content to real-life experiences.	54%	29%	13%	4%
D3	2.5	Learners are actively engaged in the learning activities.	13%	46%	25%	17%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	50%	29%	17%	4%
Overall rating on a 4-point scale:			1.9			



E. Progress Monitoring and Feedback Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	58%	38%	4%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	38%	33%	29%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	33%	33%	33%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	75%	21%	4%	0%
Overall rating on a 4-point scale:			1.7			

F. Well-Managed Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	4%	38%	21%	38%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	8%	33%	25%	33%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	25%	33%	29%	13%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	4%	42%	29%	25%
Overall rating on a 4-point scale:			2.7			



G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	17%	33%	0%
G2	1.4	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	75%	8%	17%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	75%	17%	8%	0%
Overall rating on a 4-point scale:		1.5				

eleot Narrative

The Carroll County Middle School Diagnostic Review Team members completed 24 classroom observations during the Diagnostic Review process. Based on the compilation of the observational results, the Digital Learning Environment received the lowest score, which was a 1.5 based on a four-point scale. The highest scoring category was the Well-Managed Learning Environment, which received a 2.7.

Relative strengths were that it was evident/very evident in 67 percent of classrooms that "learners are treated in a fair, clear, and consistent manner (A3)", and it was evident/very evident in 62 percent of classrooms that "Learners have equal access to classroom discussions, activities, resources, technology, and support (A2)." However, it was evident/very evident in zero percent of the classrooms that "Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions (A4)."

Interactions among peers and between students and teachers are opportunities for growth. It was evident/very evident in 46 percent of classrooms that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)", and it was evident/very evident in 38 percent of classrooms that "Learners take risks in learning (without fear of negative feedback) (C2)." In 42 percent of classrooms, it was evident/very evident that "Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)." In addition, it was evident/very evident that "learners demonstrate a congenial and supportive relationship with their teacher (C4)" in 59 percent of classrooms. Observational data analysis also revealed that it was evident/very evident in 59 percent of classrooms that learners "speak and interact respectfully with teacher(s) and each other (F1)."

Observational data indicated a lack of evidence for challenging, engaging, or rigorous learning opportunities. The High Expectations Learning Environment earned an overall rating of 1.9. Instances in which "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 21 percent of classrooms, and learners who "engage in activities and learning that are



challenging but attainable (B2)" were evident/very evident in 25 percent of classrooms. Observational data also showed it was evident/very evident that learners "demonstrate and/or are able to describe high quality work (B3)" in 13 percent of classrooms. It was also evident/very evident in 25 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)." Moreover, it was evident/very evident in 25 percent of classrooms that "Learners take responsibility for and are self-directed in their learning (B5)." Finally, it was evident/very evident in 12 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

In conjunction with the lack of high expectations, the Active Learning Environment is also an area of growth opportunity with an overall rating of 1.9. It was evident/very evident in 17 percent of classrooms that "learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)" and that "Learners make connections from content to real-life experiences (D2)." It was also evident/very evident in 42 percent of classrooms that "Learners are actively engaged in the learning activities (D3)." Additionally, it was evident/very evident in 21 percent of classroom that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments(D4)."

Classroom observational data analysis revealed growth opportunities for learners to monitor their own progress or learn from feedback. For example, it was evident/very evident in four percent of classrooms that learners "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)", and in 29 percent of classrooms it was evident/very evident that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." The observational data also indicated that it was evident/very evident that 33 percent of learners "demonstrate and/or verbalize understanding of the lesson content (E3)", and it was evident/very evident in four percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)."

The observed classrooms were located in a one-to-one initiative school, which means that each student had immediate access to a learning device. However, observational data indicated a lack of evidence for technology use by students to promote collaborative and high-quality learning. Much of the observed technology use was for informational purposes, demonstrations, and online assessments. These perceptions were supported through classroom observational data analysis because it was evident/very evident in 33 percent of classrooms that learners use digital tools/technology "to gather, evaluate, and/or use information for learning (G1)" and in 17 percent it was evident/very evident that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." It was also evident/very evident in eight percent of classrooms that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)."

Potential Leader Actions:

- Leverage PLC collaboration time to analyze data to inform instruction and intentionally plan professional learning opportunities on the topics of rigor, engagement, questioning, student-led discussion, assessment, and instructional technology integration.
- Develop a support system for teachers that includes regular observation, feedback, and monitoring to improve instructional capacity.
- Evaluate the schoolwide use of the be Respectful, take Ownership, Act safely, and be Responsible (R.O.A.R) program and ensure consistent and effective implementation in all classrooms and for the office-level referral process.

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

Refine existing or establish new systems to implement processes (e.g., PLC, MTSS structures, instruction, walk-throughs, student assessment) that ensure organizational structures are in place to improve teacher effectiveness and student achievement.

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

Findings:

KSA student performance data in 2021-22 revealed that Carroll County Middle School students performed below the state average in every content area and at every grade level where data was available. In reading, 22 percent of sixth-grade students scored proficient/distinguished compared to the state average of 44 percent. Twenty percent of seventh-grade students scored proficient/distinguished compared to the state average of 43 percent. Eight percent of eighth-grade students scored proficient/distinguished compared to the state average of 44 percent.

The KSA student performance data in math from 2021-22 reflected comparable results. For instance, 12 percent of sixth-grade students scored proficient/distinguished compared to 38 percent statewide. In seventh grade, 21 percent of students scored proficient/distinguished compared to the state average of 38 percent. Finally, 21 percent of eighth-grade students scored proficient/distinguished in math compared to the state average of 36 percent.

Interview data showed parents believed there was a lack of consistency across grade levels and teachers in implementing behavior and non-traditional instruction. Multiple stakeholders expressed a need for clearly defined, communicated, and monitored expectations (e.g., behavior, non-traditional instruction) to create consistency in the school and district. The lack of consistency was a common theme from stakeholders due to the absence of a defined process or expectations for the implementation of any developed process.

Stakeholder perception results revealed a need to establish clear expectations for teaching and learning to improve instructional capacity by addressing teacher effectiveness and student academic engagement and growth. Fall 2022 Student Survey data analysis revealed that 51 percent of elementary students agreed/absolutely agreed that adults "Take time to get to know me (4)." Middle and high school student survey responses indicated that 75 percent of students agreed/absolutely agreed that adults "Make decisions to keep us safe (3)." Similarly, Fall 2022 Family Survey responses to the statement, "adults think about children's safety when making decisions (3)", revealed that 61 percent agreed/absolutely agreed. Fall 2022 Educator Survey responses showed that 83 percent agreed/absolutely agreed that at my institution, "We think of everyone's safety when making decisions (3)." Middle and high school students' survey responses revealed that 61 percent agreed/absolutely agreed that adults "try new things to improve our school" (6)", along with 45 percent of families

who agreed/absolutely agreed that adults "Are committed to trying new things to improve the school (6)." Additionally, educator survey data indicated that 71 percent agreed/absolutely agreed that at my institution, "We base our improvement efforts on learners' needs (5)."

The district laid the foundation for improving teacher effectiveness and student achievement by setting up initial structures that monitor various programs and practices. A review of artifacts and documents revealed that the district incorporated the following initiatives: 30-60-90-day plans, need assessments, continuous improvement data analysis protocol, and monthly administrator monitoring meetings. However, the review also indicated a lack of a consistent district-wide MTSS plan.

A lack of teacher buy-in and staff turnover challenges effective implementation of high-quality instructional practices with a focus on student learning. The district's lack of a consistent system to monitor curriculum implementation and effectiveness is a priority opportunity for improvement. District vertical alignment in science, social studies, and math are areas for growth that could incrementally become strengths through state standards alignment and unit development. Establishing a district-wide writing plan could also be addressed as it was not successfully created and implemented through the previous year's CDIP.

Potential Leader Actions:

- Prioritize the development of curriculum processes in all content areas using the ELA instructional resource evaluation tool as a model.
- Formalize a district walkthrough process that generates feedback for school personnel.
- Establish and formalize a district-wide MTSS core team to assume accountability for the long-range plan and establish a timeline of actions over the next six months.
- Develop a protocol and monitoring tool for a system of tiered interventions.
- Fully refine and implement the PLC plan to improve teacher effectiveness.



Improvement Priority 2

Develop a systematic and systemic process to evaluate program effectiveness that uses data to analyze and refine programs and practices, improve the quality and fidelity of implementation, and continually measure the impact of programs and practices on student learning and staff capacity.

Standard 24: Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

Findings:

Student performance data from the KSA in 2021-22 revealed that Carroll County Middle School students performed below the state average in every content area and at every grade level where data was available, including fifth grade, which is now housed in the middle school building. Many of the reportable student subgroup scores were also below the state's proficiency rates. In reading, 17 percent of fifth-grade students scored proficient/distinguished compared to the state average of 45 percent. In math, nine percent of fifth-grade students scored proficient/distinguished compared to the state average of 38 percent.

Classroom observational data showed a need to continually measure programs and practices, which impact student learning and capacity. It was evident/very evident in 12 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Further, it was evident/very evident that "learners demonstrate and/or are able to describe high quality work (B3)" in 13 percent of classrooms. Additionally, there was a lack of opportunities for learners to monitor their own progress or learn from feedback. For example, it was evident/very evident in four percent of classrooms that, "learners understand and/or are able to explain how their work is assessed (E4)" and in four percent of classrooms that, "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)."

Stakeholder interview feedback revealed that test results were not always shared with family members. When MAP reports and other test results were sent home, parents were unclear about how to use the data to support students. District administrators indicated that projected student growth derived from MAP data did not reflect actual student growth. Further, district administrators indicated that the district did not have a guaranteed and viable curriculum in all classes and content areas or a balanced assessment system. In the district overview presentation, the superintendent indicated that the district has begun discussions with an outside agency to assist district personnel in the implementation and monitoring of curriculum and instructional practices.

Stakeholder perception data results supported the need to establish clear expectations for teaching and learning, specifically to improve instructional capacity that addresses students' academic engagement and growth. Fall 2022 Educator Survey data analysis indicated that 71 percent of educators agreed/absolutely agreed with the statement, "At my institution, we base our improvement efforts on learners' needs (5)." Additionally, 37 percent of middle/high school students responded through the Fall 2022 Student Survey that "In the last 30 days, I had lessons that were changed to meet my needs (13)." Fall 2022 Family Survey responses revealed that 43 percent of participants agreed/absolutely agreed that "In the past 30 days, my child had instruction that was changed to meet their needs (15)." In a comparable manner, 63 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)."

A review of district documents and artifacts revealed that the district executed processes and practices that measure student learning and staff capacity. The MAP Growth Assessment Plan outlined how teachers should analyze MAP data to determine next steps. Various needs assessments (e.g., Catch On Report, ELA Stakeholder Survey and Analysis, Carroll County Schools Needs Assessment) described how stakeholders perceived opportunities and climate within the district. Other documents, such as the current CDIP, also discussed steps



that the district will undertake next year. However, the review team found the lack of a systematic and systemic process that evaluated program effectiveness and used data to analyze and refine programs and practices. An area of concern is the lack of a district-wide systematic process to ensure alignment of common formative and summative assessments with the Kentucky Academic Standards. The review team suggests that the district consider prioritizing the use of assessments and increase the effective feedback to, and expectations for, students, staff, and families.

Potential Leader Actions:

- Develop a district-wide data collection system for both academic and non-academic data.
- Develop and deploy a data analysis protocol for formative and summative assessments.
- Provide professional learning on how to use data as a tool to inform continuous improvement.
- Identify measures of success for each program, process, and initiative and then progress monitor to determine impact.

Your Next Steps

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

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

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

District Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the Carroll County School District administration has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school, Carroll County Middle School.

The district administration has demonstrated the ability to lead and support a visionary purpose for teaching and learning. This was evident through the artifact review, the district's overview presentation, and the stakeholder interviews. The superintendent has set the expectation that Carroll County Schools will move from their current position to the top ten percent of districts in the state. Evident to the review team (based on interviews and artifact review) was that mid-way through his first year in this position, the superintendent has begun to establish buy-in



from many district and school staff members and governing board members. The superintendent has begun creating steps for the revamping of the vision and mission statements, along with the development of a long-term strategic plan to be facilitated by an outside agency. Based on interviews, the superintendent also participates in community meetings and meets with business executives to look at factors that create barriers for the school workforce and students.

The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness. Kentucky School Board Association (KSBA) policies were listed in the uploaded evidence. The school board members referenced that district administrators share some data so that decisions could be made based on this information. However, stakeholders expressed a desire to have additional data available on a more frequent and consistent basis.

The district established a data-driven system for curriculum, instructional design, and delivery to ensure both teacher effectiveness and student achievement through the use of specific tools (e.g., District Data Protocol for MAP, District Monthly Monitoring Tool). Additionally, the district has designed the Carroll County School Instructional Process for lesson design and the District Walkthrough Look Fors. Also, the district has contracted with Solution Tree for PLC training, coaching, and feedback about the PLC processes. The work with Solution Tree around PLCs has occurred district-wide, but the next step in the plan includes a restart/redesign of this process at the CSI school. While these initiatives vary in levels of comprehensiveness and implementation, they signify work toward a systems approach to teaching and learning. A comprehensive, viable curriculum in all content areas is still a concern of the Diagnostic Review Team. Developing and mapping the curriculum are occurring as evidenced by the curriculum documents shared; however, this work is limited at this time.

While the team found evidence that the district creates systems for accurate collection and use of data through mechanisms such as monthly principal meetings (i.e., principals share school data with the district staff), the extent to which these systems are followed with fidelity by staff members across the district is unclear. Additionally, the district has led the analysis of state data, MAP data, a variety of non-academic data, and perception data to inform the CDIP. Interviews and data analysis indicate a need to revamp the intervention time (i.e., Panther Block) at the CSI school. The team also found that some content-specific data analysis was conducted in the district. However, the degree to which data are used systematically in all areas to inform overall instructional and system effectiveness remains unclear. The CSI school is additionally supported by the district staff who spend time in the building working with the principal.

The district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students based on shared budgets and interviews. The governing body has approved an increase in the daily pay of substitute teachers to cover teacher absences. Interviews indicated that there are planned upcoming discussions about teacher salaries to address recruitment and retention. Additionally, the district budget reflects expenditures for instructional resources and professional learning sessions.

Finally, based on artifacts and interviews, the district has developed strands of an assessment system that generates student data with some monitoring steps. However, the team found the lack of a fully developed and comprehensive assessment system that directs and details the next steps of all systems, including school turnaround 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
David Wilson	Dr. David Wilson has served over 40 years in education as an assistant principal, associate principal, and principal within the Bremen Community High School District in suburban Chicago. Dr. Wilson has served as an educational leader, mentor, and teacher of leaders at the university level in support of teachers pursuing administrative certification. In addition to serving in the public school system, Dr. Wilson's work includes more than eight years as a consultant and interim principal at several schools in the Catholic Archdiocese of Chicago. Dr. Wilson is currently retired from fulltime practice; however, he continues to serve as an educational consultant and Lead Evaluator with Cognia.
Susan Greer	Susan Greer currently serves as an Educational Recovery Director at the Kentucky Department of Education. This position oversees the turnaround efforts of recovery staff and provides direct support to turnaround schools across the state. Additionally, Ms. Greer serves as the Director of the Continuous Improvement Coach work across the state and coordinates recovery staff and HUB school offerings at both Pulaski County High School and Franklin-Simpson High School. Ms. Greer is a certified Jim Shipley Leadership and Classroom Systems trainer. She is also a certified National Institute for School Leadership (NISL) facilitator. Ms. Greer has been an educator for 33 years and previously served as a middle school teacher, high school teacher, high school administrator, Highly Skilled Educator, and Education Recovery Leader.
Todd Tucker	Todd Tucker currently serves as an Educational Recovery Director at the Kentucky Department of Education. This position oversees the turnaround efforts of recovery staff and provides direct support to turnaround schools across the state. Mr. Tucker is a certified National Institute for School Leadership (NISL) facilitator. He is also a certified Jim Shipley Systems Leadership and Classroom Systems trainer. Mr. Tucker has been an educator for 34 years and served as a middle school teacher, high school principal, Highly Skilled Educator, and Educational Recovery Leader with the Kentucky Department of Education.
Brooke Stinson	Dr. Brooke Stinson has served 25 years in education as a principal, assistant principal, and supervisor of instruction. In addition to leading schools and districts in turnaround efforts and building systemic, sustainable systems, Dr. Stinson has supported teacher leaders at the university level through coursework in curriculum, instruction, and assessment. Dr. Stinson is currently the Director of Assessment and MTSS in Fayette County Public Schools. Dr. Stinson's current work includes comprehensive district and school improvement, administration of national, state, and district assessments, data analysis, effective MTSS, and implementing a robust assessment platform for common formative unit assessment based on instructional frameworks.

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.	1



Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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

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.	1
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	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
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	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.	1
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	1

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
15. Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.	Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.	Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.	Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.	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.	1

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

Key Characteristic 4: Growth in Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	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.	1



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

Student Performance Data

Carroll County Middle School Performance Results

Kentucky Summative Assessment 2021-22 Percent Proficient Distinguished (P/D)

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	N/A	45
	4	N/A	46
	5	17	45
Math	3	N/A	38
	4	N/A	39
	5	9	38
Science	4	N/A	29
Social Studies	5	20	37
Editing and Mechanics	5	16	47
On Demand Writing	5	*	33

Plus

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

Delta

- Seventeen percent of fifth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 45 percent statewide.
- Nine percent of fifth-grade students scored proficient/distinguished in math on the KSA in 2021-22 compared to 38 percent statewide.
- Twenty percent of fifth-grade students scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 37 percent statewide.
- Sixteen percent of fifth-grade students scored proficient/distinguished in editing/mechanics on the KSA in 2021-22 compared to 47 percent statewide.

Kentucky Summative Assessment 2021-22 Percent Proficient Distinguished (P/D)

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	22	44
	7	20	43
	8	8	44
Math	6	12	38
	7	21	38
	8	21	36
Science	7	*	22

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Social Studies	8	21	36
Editing and Mechanics	8	29	46
On Demand Writing	8	*	38

Plus

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

Delta

- Twenty-two percent of sixth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 44 percent statewide.
- Twenty percent of seventh-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 43 percent statewide.
- Eight percent of eighth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 44 percent statewide.
- Twelve percent of sixth-grade students scored proficient/distinguished in math on the KSA in 2021-22 compared to 38 percent statewide.
- Twenty-one percent of seventh-grade students scored proficient/distinguished in math on the KSA in 2021-22 compared to 38 percent statewide.
- Twenty-one percent of eighth-grade students scored proficient/distinguished in math on the KSA in 2021-22 compared to 36 percent statewide.
- Twenty-one percent of eighth-grade students scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 36 percent statewide.
- Twenty-nine percent of eighth-grade students scored proficient/distinguished in editing and mechanics on the KSA in 2021-22 compared to 46 percent statewide.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	74	66
Percent Score of 60-80	18	22
Percent Score of 100	*	8
Percent Score of 140	*	2

Plus

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



Delta

- Seventy-four percent of English Learners received 0 points for progress, which was more than the state average of 66 percent.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	17	9	N/A	20	16	*
Female	16	*	N/A	*	20	*
Male	17	15	N/A	19	12	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	16	10	N/A	21	14	*
Economically Disadvantaged	17	*	N/A	15	12	*
Non-Economically Disadvantaged	16	8	N/A	29	23	*
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	19	10	N/A	21	18	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	17	10	N/A	20	16	*
Non-English Learner or Monitored	17	9	N/A	20	15	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	17	8	N/A	20	16	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Percentages were not low enough to qualify for a delta.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	22	12	N/A	N/A	N/A	N/A
Female	25	*	N/A	N/A	N/A	N/A
Male	18	14	N/A	N/A	N/A	N/A
African American	*	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	23	11	N/A	N/A	N/A	N/A
Economically Disadvantaged	20	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	24	16	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	25	14	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	24	14	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	24	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
Non-Gifted and Talented	20	11	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- Twenty percent of sixth-grade economically disadvantaged students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 24 percent of non-economically disadvantaged students.
- Eighteen percent of sixth-grade male students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 25 percent of female students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	20	21	*	N/A	N/A	N/A
Female	27	19	*	N/A	N/A	N/A
Male	14	*	*	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	12	*	*	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)	23	23	*	N/A	N/A	N/A
Economically Disadvantaged	16	15	*	N/A	N/A	N/A
Non-Economically Disadvantaged	29	35	*	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	23	25	*	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	21	25	*	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	18	20	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- Twelve percent of seventh-grade Hispanic or Latino students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 23 percent of White (non-Hispanic) students.
- Sixteen percent of seventh-grade economically disadvantaged students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 29 percent of non-economically disadvantaged students.
- Fifteen percent of seventh-grade economically disadvantaged students scored proficient/distinguished in math on the KSA in 2021-22 compared to 35 percent of non-economically disadvantaged students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	26	21	N/A	21	24	*
Female	27	18	N/A	19	38	*
Male	25	24	N/A	23	12	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	39	35	N/A	24	31	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	21	16	N/A	20	25	*
Economically Disadvantaged	25	17	N/A	16	24	*
Non-Economically Disadvantaged	27	28	N/A	30	38	*
Students with Disabilities (IEP)	22	*	N/A	11	12	*
Students with Disabilities/IEP Regular Assessment	18	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	26	23	N/A	22	31	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	27	22	N/A	22	30	*
Non-English Learner or Monitored	27	22	N/A	22	30	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	25	20	N/A	21	31	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Twenty-one percent of eighth-grade white (non-Hispanic) students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 39 percent of Hispanic or Latino students.
- Eighteen percent of eighth-grade female students scored proficient/distinguished in math on the KSA in 2021-22 compared to 24 percent of male students.
- Sixteen percent of eighth-grade white (non-Hispanic) students scored proficient/distinguished in math on the KSA in 2021-22 compared to 35 percent of Hispanic or Latino students.
- Seventeen percent of eighth-grade economically disadvantaged students scored proficient/distinguished in math on the KSA in 2021-22 compared to 28 percent of non-economically disadvantaged students.
- Sixteen percent of eighth-grade economically disadvantaged students scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 30 percent of non-economically disadvantaged students.
- Eleven percent of eighth-grade students with disabilities (IEP) scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 22 percent of students without an IEP.
- Twelve percent of eighth-grade male students scored proficient/distinguished in editing and mechanics on the KSA in 2021-22 compared to 38 percent of female students.
- Twenty-four percent of eighth-grade economically disadvantaged students scored proficient/distinguished in editing and mechanics on the KSA in 2021-22 compared to 38 percent of non-economically disadvantaged students.
- Twelve percent of eighth-grade students with disabilities (IEP) scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 31 percent of students without an IEP.



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

MAP English Language Arts/Reading						
Grade	Fall 2021			Spring 2022		Change
	# Students Proficient/Distinguished	Percent Proficient/Distinguished		# Students Proficient/Distinguished	Percent Proficient/Distinguished	
5	27	16.9%		30	19.9%	3%
6	28	20.7%		29	21.1%	0.4%
7	55	36.9%		50	31.2%	-5.7%
8	52	35.8%		40	26.1%	-9.7%
Total	162	27.5%		149	24.8%	-2.7%

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

MAP Math						
Grade	Fall 2021			Spring 2022		Change
	# Students Proficient/Distinguished	Percent Proficient/Distinguished		# Students Proficient/Distinguished	Percent Proficient/Distinguished	
5	9	5.7%		12	7.7%	2%
6	14	10%		10	7.3%	-2.7%
7	22	14.5%		28	17.5%	3%
8	19	12.5%		18	11.6%	-0.9%
Total	64	10.6%		68	11.2%	0.6%

Schedule

Monday, December 12, 2022

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

Tuesday, December 13, 2022

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

Wednesday, December 14, 2022

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

Thursday, December 15, 2022

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

