# Cognia Diagnostic Review Report

**Results for:**

**Dixie Elementary**

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 | 1 |
| Building-Level Administrators | 2 |
| Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator) | 3 |
| Certified Staff | 19 |
| Noncertified Staff | 8 |
| Students | 8 |
| Parents | 8 |
| Total | 49 |

# Performance Standards Evaluation

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

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

# Insights from the Review

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

**Strengths and Continuous Improvement:**

The Diagnostic Review Team found strengths at Dixie Elementary School. The principal, assistant principal, guidance counselor, teachers, and support staff cared about their students and were committed to addressing the needs of the whole child. Staff and parents indicated they viewed the school as welcoming and warm. Student work and inspiring and positive messages were displayed in hallways and classrooms. Interview and informal observational data revealed that staff members are supportive of each other and cared about the well-being of the students. Stakeholders shared that one strength was the school's ability to create a community and welcoming environment. When asked which words they would use to describe the school, students responded with words such as exciting, friendly, safe, and warm. Additionally, staff members reported the relationships among faculty members as a strength. For example, in interviews, many staff members shared that the school had a supportive culture and a positive sense of community.

Furthermore, interviews with students, parents, teachers, and support staff disclosed the belief that the principal created a positive school culture. When stakeholders were asked what everyone should know at their school, they overwhelmingly referenced the Dixie Way, which is to be Respectful, Responsible, and Safe (RRS). Data revealed that the established mentoring programs such as Men of Quality, Beauty Bus, M2M (Man to Man), and W2W (Woman to Woman) helped foster a positive culture of community and learning while supporting the social-emotional needs of their diverse population. Zero in-school suspensions or events, as noted in the School Report Card, was also a strength. The school provided the team with additional artifacts and documents indicating the school's current instructional focus was to promote learning among students and collaborative relationships among teachers and staff. Interview data showed that the instructional coach played a valuable role. Teachers shared that they felt supported by the academic instructional coach (AIC). Teachers also said that they were comfortable approaching their administrators with concerns or needs.

The Diagnostic Review Team reviewed the current instructional focus artifacts and found that they contained four goals: the acceleration of reading and math proficiency; use of former educators as interventionists to support and accelerate learning; improving the professional learning community (PLC) process; and promoting racial equity and culturally responsive teaching to reduce the achievement gap. Interview data indicated that the school was beginning to address these instructional focuses. The team noted many activities in the Comprehensive School Improvement Plan (CSIP) that referenced the PLC process with walkthroughs as a progress monitoring mechanism. However, interview and artifact data revealed a lack of classroom walkthroughs that resulted in non-evaluative feedback to teachers that could positively affect instructional practices. Walkthroughs occurred infrequently, and staff members rarely received meaningful instructional feedback and individualized coaching. A focus or process of continuous improvement was not evident.

Classroom observation, interview, and stakeholder perception data confirmed that students had minimal opportunities to engage in rigorous coursework and discussions that required higher-order thinking. Most learners had difficulty monitoring their learning process and could not explain how their work was assessed. While some research-based instructional strategies were observed in some classrooms, implementation was inconsistent across the school. The Diagnostic Review Team found little evidence showing that the school engaged stakeholders in systematic processes of continuous improvement. When asked about the expectation of using

data to inform differentiated instruction, teachers were able to speak to the process of reviewing data but could not explain how the data changed instructional practices. In addition, the current expectations for monitoring improvement efforts and communicating results to stakeholders were not implemented consistently. The team found little evidence showing data sources were used effectively to evaluate programs, monitor the impact of instructional strategies, or determine the attainment of improvement goals. The team noted the importance of establishing, committing to, and communicating a collaborative process to build and sustain ownership of the school's purpose and direction to drive student learning.
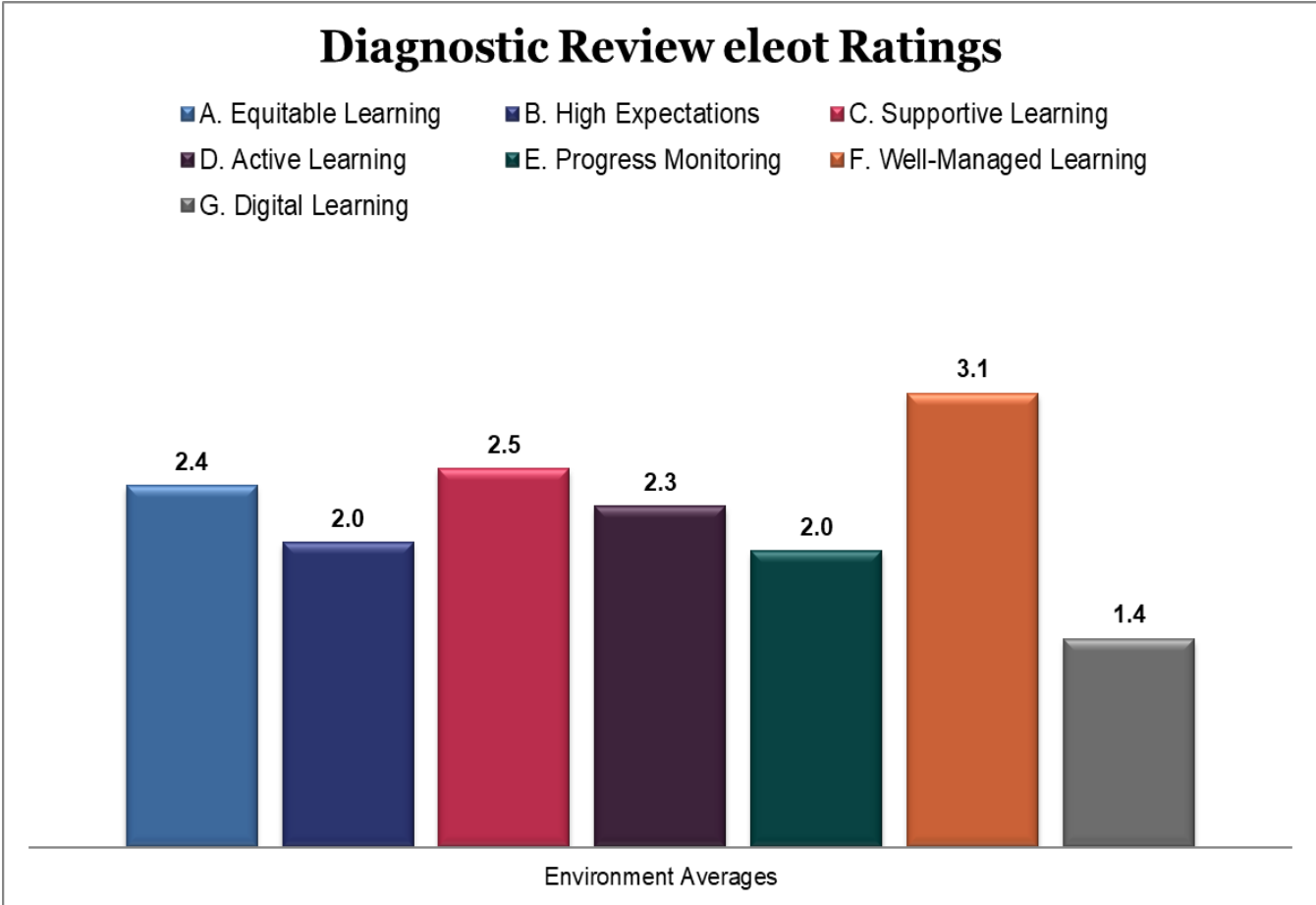
## Potential Leader Actions:

- Revise the existing process for determining the effectiveness of PLC meetings. Build ownership of the school's purpose and direction to sustain learning.

- Implement a rigorous curriculum in every classroom to prepare learners for the next level.

- Create a weekly walkthrough observation schedule to intentionally monitor the continuous improvement process and provide feedback to teachers about implementing evidence-based practices.

- Monitor and adjust processes to maximize the impact of the instructional coach.

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



**Diagnostic Review eleot Ratings**

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

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| 2.4 | 2.0 | 2.5 | 2.3 | 2.0 | 3.1 | 1.4 |

Environment Averages

| A. Equitable Learning Environment | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Average** | **Description** | **Not Observed** | **Somewhat Evident** | **Evident** | **Very Evident** |
| A1 | 2.2 | Learners engage in differentiated learning opportunities and/or activities that meet their needs. | 28% | 40% | 20% | 12% |
| A2 | 2.7 | Learners have equal access to classroom discussions, activities, resources, technology, and support. | 0% | 28% | 72% | 0% |
| A3 | 3.0 | Learners are treated in a fair, clear, and consistent manner. | 0% | 24% | 52% | 24% |
| A4 | 1.8 | Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions. | 28% | 60% | 12% | 0% |
| **Overall rating on a 4 point scale:** | | **2.4** | | | | |

| B. High Expectations Learning Environment | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Average** | **Description** | **Not Observed** | **Somewhat Evident** | **Evident** | **Very Evident** |
| B1 | 2.0 | Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. | 24% | 52% | 24% | 0% |
| B2 | 2.2 | Learners engage in activities and learning that are challenging but attainable. | 8% | 60% | 32% | 0% |
| B3 | 1.9 | Learners demonstrate and/or are able to describe high quality work. | 28% | 52% | 20% | 0% |
| B4 | 1.9 | Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing). | 28% | 56% | 16% | 0% |
| B5 | 2.2 | Learners take responsibility for and are self-directed in their learning. | 20% | 44% | 32% | 4% |
| **Overall rating on a 4 point scale:** | | **2.0** | | | | |

| C. Supportive Learning Environment | | | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Not Observed** | **Somewhat Evident** | **Evident** | **Very Evident** |
| C1 | 2.5 | Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful. | 0% | 56% | 40% | 4% |
| C2 | 2.3 | Learners take risks in learning (without fear of negative feedback). | 12% | 44% | 44% | 0% |
| C3 | 2.4 | Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. | 0% | 56% | 44% | 0% |
| C4 | 2.9 | Learners demonstrate a congenial and supportive relationship with their teacher. | 0% | 20% | 68% | 12% |
| **Overall rating on a 4 point scale:** | | **2.5** | | | | |

| D. Active Learning Environment | | | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Not Observed** | **Somewhat Evident** | **Evident** | **Very Evident** |
| D1 | 2.3 | Learners' discussions/dialogues/exchanges with each other and teacher predominate. | 0% | 68% | 32% | 0% |
| D2 | 2.1 | Learners make connections from content to real-life experiences. | 20% | 48% | 32% | 0% |
| D3 | 2.6 | Learners are actively engaged in the learning activities. | 0% | 40% | 56% | 4% |
| D4 | 2.1 | Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments. | 20% | 52% | 28% | 0% |
| **Overall rating on a 4 point scale:** | | **2.3** | | | | |

| E. Progress Monitoring and Feedback Learning Environment | | | | | | |
|---|---|---|---|---|---|---|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| E1 | 1.7 | Learners monitor their own progress or have mechanisms whereby their learning progress is monitored. | 44% | 40% | 16% | 0% |
| E2 | 2.4 | Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work. | 0% | 60% | 36% | 4% |
| E3 | 2.4 | Learners demonstrate and/or verbalize understanding of the lesson/content. | 0% | 60% | 40% | 0% |
| E4 | 1.4 | Learners understand and/or are able to explain how their work is assessed. | 76% | 12% | 8% | 4% |
| Overall rating on a 4 point scale: | 2.0 | | | | | |

| F. Well-Managed Learning Environment | | | | | | |
|---|---|---|---|---|---|---|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| F1 | 3.2 | Learners speak and interact respectfully with teacher(s) and each other. | 0% | 32% | 20% | 48% |
| F2 | 3.1 | Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others. | 0% | 32% | 24% | 44% |
| F3 | 3.0 | Learners transition smoothly and efficiently from one activity to another. | 4% | 20% | 44% | 32% |
| F4 | 2.9 | Learners use class time purposefully with minimal wasted time or disruptions. | 0% | 40% | 32% | 28% |
| Overall rating on a 4 point scale: | 3.1 | | | | | |

| G. Digital Learning Environment | | | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Not Observed** | **Somewhat Evident** | **Evident** | **Very Evident** |
| G1 | 1.6 | Learners use digital tools/technology to gather, evaluate, and/or use information for learning. | 60% | 24% | 16% | 0% |
| G2 | 1.4 | Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. | 80% | 4% | 16% | 0% |
| G3 | 1.3 | Learners use digital tools/technology to communicate and work collaboratively for learning. | 88% | 0% | 8% | 4% |
| **Overall rating on a 4 point scale:** | | **1.4** | | | | |

# eleot Narrative

The Diagnostic Review Team conducted 25 eleot observations in all core content classes and many informal observations in other classrooms and prevalent areas throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and student learning at Dixie Elementary. The team observed positive interactions among students, teachers, support staff, and administrators. It was evident/very evident in 80 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." It was evident/very evident in 68 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." Both interview and observational data disclosed a positive and well-managed learning environment. For example, it was evident/very evident in 76 percent of classrooms that "Learners transition smoothly and efficiently from one activity to another (F3)." The Well-Managed Learning Environment scored an overall rating of 3.1. Minimal classroom disruptions were observed during team observations. It was evident/very evident in 60 percent of classrooms that learners were using the "class time purposefully with minimal wasted time or disruptions (F4)." Although it was evident/very evident in 68 percent of classrooms that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)", in many instances, off-task behaviors were not addressed.

The Equitable Learning Environment scored an overall 2.4 on a four-point scale, the second highest rating of the seven learning environments. It was evident/very evident in 72 percent of classrooms that "Learners have equal access to classroom discussions, activities, resources, technology, and support (A2)." Additionally, in 76 percent of classrooms, it was evident/very evident that "Learners are treated in a fair, clear, and consistent manner (A3)." Learners who "demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and /or other human characteristics, conditions, and dispositions (A4)" were evident/very evident in 12 percent of classrooms. The low percentage indicates room for growth in this area. Additionally, observation data showed that most students worked to complete the same assignment, as it was evident/very evident in 32 percent of classrooms that "Learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1)."

The Active Learning Environment scored an overall 2.3. It was evident/very evident that learners were "actively engaged in the learning activities (D3)" in 60 percent of classrooms. However, instances where students' "discussions/dialogues/exchanges with each other and teacher predominate (D1)" and students "make

connections from content to real-life (D2)" were evident/very evident in 32 percent of classrooms. The team observed students working in proximity to each other and rotating to different stations to complete assignments. However, there were few occurrences of discourse between students about their work. Observation data supported this, as students collaborating "with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" were evident/very evident in 28 percent of classrooms.

The High Expectations Learning Environment scored an overall 2.0. In 20 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or are able to describe high quality work (B3)." Learning targets were visible in many classrooms; however, walkthrough notes indicated learning targets were seldom referenced during lessons. Furthermore, when asked how their work was assessed or how they knew they were doing a good job (on track), students said their teachers would grade their work. It was also evident/very evident in 24 percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." The team found no evidence of rubrics being used to guide student work. It was also evident/very evident in 16 percent of classrooms that students "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." Teachers can push students' thinking to high levels through questioning, but the team found a lack of higher-order questioning during lessons. In addition, it was evident/very evident in 32 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." It was evident/very evident in 36 percent of classrooms that "Learners take responsibility for and are self-directed in their learning (B5)." Rubrics and task cards can promote self-direction during the lesson, but the team observed neither during a series of teacher-directed tasks.

The Supportive Learning Environment scored an overall rating of 2.5. Observational data showed a need to improve the sense of community among students and between students and teachers in the classrooms. For example, it was evident/very evident in 44 percent of classrooms that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)", "learners take risks in learning (without fear of negative feedback) (C2)", and "Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3)."

The Digital Learning Environment received the lowest overall rating of 1.4. Observations revealed it was evident/very evident in 16 percent of classrooms that students "use digital tools/technology to gather, evaluate, and/or use information for learning (G1)" and that students "use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." It was evident/very evident in 12 percent of classrooms that students "use digital tools/technology to communicate and work collaboratively for learning (G3)."

The Progress Monitoring and Feedback Learning Environment also surfaced as an area to leverage for improvement. Instances of students who "monitor their own progress or have mechanisms whereby their learning is monitored (E1)" were evident/very evident in 16 percent of classrooms. Additionally, an area for growth is providing opportunities for students to "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)", which was evident/very evident in 40 percent of classrooms. Likewise, it was evident/very evident that students "demonstrate and/or verbalize understanding of the lesson/content (E3)" in 40 percent of classrooms and "learners understand and/or are able to explain how their work is assessed (E4)" in 12 percent of classrooms.

## Potential Leader Actions:

- Evaluate student lessons and tasks for an appropriate level of rigor and engagement.

- Intentionally plan professional learning activities on topics such as depth of knowledge levels, active engagement, student discourse, effective questioning strategies, and instructional technology integration.

- Develop and use a system that includes regular observations, targeted feedback, and monitoring to improve instructional practices.

# Improvement Priorities

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

## Improvement Priority 1

Implement a systematic continuous improvement process to ensure data-informed decisions are used to drive the next steps to meet students' academic and non-academic needs. Leverage stakeholder groups to consistently monitor the implementation of the institution's priorities for improvement.

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

**Findings:**

The Diagnostic Review Team found evidence (e.g., observations, stakeholder interviews, artifacts) that showed a need for reviewing the Professional Development Plan (PDP) 2022-2023, which outlines the plan for monitoring and provides evidence of strategies implemented to improve mathematics. According to the PDP, "Administrators will intentionally monitor through classroom observations and provide feedback to staff on levels of educator implementation and growth (p.6)." However, interview data disclosed that administrators rarely conducted classroom observations to provide feedback to teachers and inform their instruction. In addition to stakeholder perception, according to the walkthrough notes document, half of the leadership team has conducted zero classroom visits, and the other half has conducted a minimal number. The instructional coach began coaching conversations in late October 2022. Interview data further revealed a lack of feedback and individualized coaching for staff.

The school lacks a fully implemented instructional walkthrough process that fosters improved teacher practices and directly impacts student learning. It was evident/very evident that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" in 16 percent of classrooms. More frequent walkthroughs would provide teachers with non-evaluative feedback to facilitate growth and change according to the learners' needs. Perception data revealed that 68 percent of educators agreed/absolutely agreed that "At my institution, we base our improvement efforts on learners' needs (5)." However, perception data contrasted vastly with the classroom observational data.

A review of the artifacts shared by the school suggested teachers were engaged in the professional learning community (PLC) process to meet the needs of learners. However, effective, results-driven, and continuous improvement planning processes were not established or used to monitor individual student achievement. As an example, it was evident/very evident that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)" in 32 percent of classrooms. Further, the school did not routinely use data to monitor the impact of specific instructional strategies on student outcomes. Administrators created structures to provide ongoing opportunities for data-driven collaborative work during PLC meetings. However, the Diagnostic Review Team observed minimal applications of these structures, and there was no evidence of monitoring. These structures could be leveraged if data-driven processes and procedures were developed and consistently implemented and monitored.

## Potential Leader Actions:

- Evaluate the effectiveness of core instruction based on the analysis of formative data to ensure individual learners' needs are being met.

- Implement a continuous improvement cycle that aligns walkthrough look fors to improvement goals, monitors implementation of curriculum aligned to grade-level Kentucky Academic Standards, uses data for instructional decisions, and provides feedback to improve instruction.

- Develop a coherent and consistent process for administrators to share schoolwide goals and priorities with teachers, model those goals and priorities, and help teachers grow in response.

- Create an agenda for administrative meetings using a strategic thinking process that empowers team members to carry out their roles and responsibilities for the growth of teachers and the achievement of students. Determine roles and responsibilities for the administrative team and share them with all staff. Ensure there is a process for reflection and feedback on roles and responsibilities as needed.

# Improvement Priority 2

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

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

**Findings:**

The Kentucky Summative Assessment (KSA), as detailed in the addendum to this report, suggested the school did not establish an effective protocol for monitoring and adjusting instruction to increase teacher capacity and student achievement. Student performance data from the KSA in 2021-2022 showed the percentage of students who scored proficient/distinguished was 22 percent in combined writing,14 percent in social studies,19 percent in reading, and 13 percent in math. Additionally, the percentage of students who scored proficient/distinguished in 2021-22 was below the state average in reading, fifth-grade math, social studies, editing and mechanics, and on-demand writing.

Classroom observational data revealed inconsistencies in delivering instructional strategies. Students could not communicate how they were assessed or what high-quality work looked like. It was evident/very evident in 20 percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." In several classrooms, the team observed lessons with the absence of a defined opening (e.g., a hook), communicated learning targets, new learning, collaborative learning and discourse, formative checks, transitions, and closing (e.g., learning target/goal achieved). Classroom observation data revealed that learners who "understand and/or are able to explain how their work is assessed (E4)" were evident/very evident in 12 percent of classrooms. During observations, the team found students working together in a common space but not engaged in student discourse or receiving formative feedback during the lesson to guide their thinking and learning. It was evident/very evident that "learners receive/respond to feedback to improve understanding and/or revise work (E2)" in 40 percent of classrooms.

Although 78 percent of educators agreed/absolutely agreed with the statement, "in the past 30 days, I participated in learning experiences that increased my knowledge and skills (22)", eleot observation data showed that teacher learning experiences had little impact on instruction. In 16 percent of classrooms, it was evident/very evident 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)." Likewise, staff interviews revealed several teachers found it difficult to identify specific examples of how their practice has changed based on professional learning or participation in professional learning community (PLC) meetings.

A review of the Comprehensive School Improvement Plan (CSIP), surveys, Measures of Academic Progress (MAP) data, student, and walkthrough data revealed the absence of a systematic process for evaluating the quality and effectiveness of the curriculum to meet the school's identified learning areas for growth. Further review of the available artifacts (e.g., PLC meeting agendas, lesson plans, interviews, and classroom observations) showed the absence of consistent walkthroughs and feedback by administrators other than for the required formal evaluations.

## Potential Leader Actions:

- Establish a system that ensures school leaders observe teaching and learning and provide teachers with actionable feedback to increase rigor, differentiation, and high expectations that result in improved teacher capacity and student performance.

- Develop a system for teachers to monitor the impact of implemented strategies and determine adjustments that need to be made to the instruction.

- Continue refining the PLC process; clarify the curriculum, resources, and standards; and adjust instructional practices as necessary to improve teaching and learning.

- Evaluate the effectiveness of core instruction based on formative data analysis to ensure individual learners' needs are met.

# Your Next Steps

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

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

- Review and share the findings with stakeholders.

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

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

- Celebrate the successes noted in the report.

# Principal Capacity in Diagnostic Review

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

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

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

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

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

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

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

The principal at Dixie Elementary has served as the assistant principal for three years and is in his fourth year as the school principal. Staff and families celebrate the observed community and apparent caring culture of the school. Interview data showed that students reported feeling safe at school and supported by the teachers and administration. However, the principal recognizes the need for academic improvement in the areas of proficiency and separate academic indicators.

The percentages of proficient/distinguished scores on the KSA have steadily declined, and novice scores have significantly increased. Currently, the percentages of students scoring proficient/distinguished are below the state averages. The principal acknowledges the decline and has taken steps to initiate some processes to address improving student achievement, which indicates his awareness of the current state of academics.

A review of documents and artifacts showed that some processes are in place to address student needs. Curriculum resources have been provided to teachers for math and reading with accompanying professional learning. The school has a PLC structure and plans to adjust the existing process. Staffing and resources are available to address interventions, and the team found some evidence of teachers planning for these interventions. While the principal acknowledges the decline in student achievement, the implementation of a systematic continuous improvement process to address the needs of the school is lacking. Using a collaborative process to revise the current vision and mission can drive the work of building systems in the school. The principal will need support identifying, prioritizing, and building systems to address the needs and allow him to be the instructional leader. Each system should be grounded in the continuous improvement cycle, documented, communicated, monitored, and evaluated for effectiveness.

Based on interviews, the administrative team consists of the principal, assistant principal, academic instructional coach, and guidance counselor. With support, the principal has the potential to build capacity within this team to support a system focused on the development and implementation of high-quality instruction. Interviews and documents revealed that a systematic approach to coaching and feedback is lacking. Evidence and interviews support there have been limited classroom observations with feedback and coaching for the next steps to improve the delivery of instruction. Building this system of shared responsibility provides the opportunity to increase the capacity of the administrative team and teachers. The cycle should include a measure that allows the team and the teachers to monitor and adjust instructional initiatives to impact individual student achievement.

# Team Roster

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

| Team member name | Brief biography |
| --- | --- |
| **Dr. Angela McCord** | Angela McCord is chief executive officer at MC SQUARED Consulting, where she provides professional learning and support with academic and executive coaching to schools and districts across the southeast. She has 20 years of experience as an educator in South Carolina and Georgia schools. Dr. McCord has served as a National Board Certified Teacher of adolescent mathematics, integration technology specialist, mathematics coach, school administrator, post-secondary adjunct instructor at Coastal Carolina University, and district school improvement specialist in Savannah-Chatham Public Schools. She has presented at state and national conferences on research-based instructional strategies in mathematics and compelling formative assessment practices. |
| **Charlotte L. Jones** | Charlotte L. Jones has over 25 years of experience in education and has spent nine years with the Kentucky Department of Education as an Educational Recovery Specialist where she supports Comprehensive School Improvement (CSI) schools. She taught high school social studies at Gallatin County High School and Montgomery County High School, served as Gifted/Talented Coordinator, Building Assessment Coordinator, chair of several committees, and vice chair of the school-based decision making (SBDM) council. She is a certified facilitator for the National Institute for School Leadership (NISL), Jim Shipley and Associates School Improvement Planning for Performance Excellence (SIPPE), and Jim Shipley and Associates Classroom Continuous Improvement (CCI). While working for the Kentucky Department of Education, she has had the opportunity to present and facilitate at national and state conferences about the efforts and success of continuous improvement strategies. |
| **Misti Logsdon** | Misti Logsdon has 24 years of experience in education. She has taught kindergarten through fifth grade, served as a curriculum coordinator, Gifted and Talented teacher, Building Assessment Coordinator, and currently as a district elementary instructional coach for Warren County Public Schools. Mrs. Logsdon has served as a mentor and school- and district-level coach in all content areas at school and district levels. She has also presented at district and state conferences about math and literacy instructional practices. In addition, she spent several years as the elementary co-director of the Western Kentucky University Writing Project. |
| **Jenny Donnelly** | Jenny Donnelly is in her fourth year serving as a Continuous Improvement Coach for the Kentucky Department of Education. In this position, she provides continuous improvement support within the Key Core Work Processes to multiple districts and schools across the state. Mrs. Donnelly has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL) and is a National Board Certified Teacher. She has been an educator for 20 years and is a former middle school math teacher and district instructional coach. |

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

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

# Key Characteristic 2: Leadership for Learning

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

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

# Key Characteristic 3: Engagement of Learning

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

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

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

# Key Characteristic 4: Growth in Learning

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

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

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

**School Name: Dixie Elementary School**

**2021-22 Kentucky Summative Assessment (KSA) Performance Results**

| Content Area | Grade | %P/D School (21-22) | %P/D State (21-22) |
|---|---|---|---|
| Reading | 3 | 23 | 45 |
| | 4 | 14 | 46 |
| | 5 | 16 | 45 |
| Math | 3 | * | 38 |
| | 4 | * | 39 |
| | 5 | 14 | 38 |
| Science | 4 | * | 29 |
| Social Studies | 5 | 14 | 37 |
| Editing and Mechanics | 5 | 25 | 47 |
| On Demand Writing | 5 | 16 | 33 |

Plus

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

Delta

- The percentage of students who scored proficient/distinguished was below the state average in reading, fifth-grade math, social studies, editing and mechanics, and on demand writing.

## English Learner Progress

| Group | School (21-22) | State (21-22) |
|---|---|---|
| Percent Score of 0 | 40 | 38 |
| Percent Score of 60-80 | 20 | 28 |
| Percent Score of 100 | 20 | 19 |
| Percent Score of 140 | 7 | 9 |

Plus

- Twenty percent of English Learner students received 100 points for progress on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- Forty percent of English Learner students received 0 points for progress on the ACCESS assessment in 2021-22, which was above the state average.

- Twenty percent of English Learner students received 60-80 points for progress on the ACCESS assessment in 2021-22, which was below the state average.

- Seven percent of English Learner students received 140 points for progress on the ACCESS assessment in 2021-22, which was below the state average.

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

| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|---|---|---|---|---|---|---|
| All Students | * | * | N/A | N/A | N/A | N/A |
| Female | * | * | N/A | N/A | N/A | N/A |
| Male | * | * | N/A | N/A | N/A | N/A |
| African American | * | * | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | * | * | N/A | N/A | N/A | N/A |
| Asian | * | * | N/A | N/A | N/A | N/A |
| Hispanic or Latino | * | * | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | * | * | N/A | N/A | N/A | N/A |
| Two or More Races | * | * | N/A | N/A | N/A | N/A |
| White (non-Hispanic) | * | * | N/A | N/A | N/A | N/A |
| Economically Disadvantaged | * | * | N/A | N/A | N/A | N/A |
| Non-Economically Disadvantaged | * | * | N/A | N/A | N/A | N/A |
| Students with Disabilities (IEP) | * | * | N/A | N/A | N/A | N/A |
| Students with Disabilities/IEP Regular Assessment | * | * | N/A | N/A | N/A | N/A |
| Students with Disabilities/IEP with Accommodations | * | * | N/A | N/A | N/A | N/A |
| Alternate Assessment | * | * | N/A | N/A | N/A | N/A |
| Students Without IEP | * | * | N/A | N/A | N/A | N/A |
| English Learner Including Monitored | * | * | N/A | N/A | N/A | N/A |
| English Learner | * | * | N/A | N/A | N/A | N/A |
| Non-English Learner | * | * | N/A | N/A | N/A | N/A |
| Non-English Learner or Monitored | * | * | N/A | N/A | N/A | N/A |
| Foster Care | * | * | N/A | N/A | N/A | N/A |
| Gifted and Talented | * | * | N/A | N/A | N/A | N/A |
| Non-Gifted and Talented | * | * | N/A | N/A | N/A | N/A |
| Homeless | * | * | N/A | N/A | N/A | N/A |
| Migrant | * | * | N/A | N/A | N/A | N/A |
| Military Dependent | * | * | N/A | N/A | N/A | N/A |

Plus

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

Delta

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

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

| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|---|---|---|---|---|---|---|
| All Students | 14 | * | * | N/A | N/A | N/A |
| Female | * | * | * | N/A | N/A | N/A |
| Male | 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 | * | * | * | 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) | 27 | * | * | N/A | N/A | N/A |
| Economically Disadvantaged | 13 | * | * | N/A | N/A | N/A |
| Non-Economically Disadvantaged | * | * | * | N/A | N/A | N/A |
| Students with Disabilities (IEP) | * | * | * | N/A | N/A | N/A |
| Students with Disabilities/IEP Regular Assessment | * | * | * | N/A | N/A | N/A |
| Students with Disabilities/IEP with Accommodations | * | * | * | N/A | N/A | N/A |
| Alternate Assessment | * | * | * | N/A | N/A | N/A |
| Students Without IEP | 17 | * | * | N/A | N/A | N/A |
| English Learner Including Monitored | * | * | * | N/A | N/A | N/A |
| English Learner | * | * | * | N/A | N/A | N/A |
| Non-English Learner | 14 | * | * | N/A | N/A | N/A |
| Non-English Learner or Monitored | 14 | * | * | N/A | N/A | N/A |
| Foster Care | * | * | * | N/A | N/A | N/A |
| Gifted and Talented | * | * | * | N/A | N/A | N/A |
| Non-Gifted and Talented | 14 | * | * | N/A | N/A | N/A |
| Homeless | * | * | * | N/A | N/A | N/A |
| Migrant | * | * | * | N/A | N/A | N/A |
| Military Dependent | * | * | * | N/A | N/A | N/A |

Plus

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

Delta

- The percentage of economically disadvantaged students who scored proficient/distinguished in reading at the fourth-grade level was lower than the all-student group.

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

| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|---|---|---|---|---|---|---|
| All Students | 16 | 14 | N/A | 14 | 25 | 16 |
| Female | 26 | 17 | N/A | 13 | 26 | 22 |
| Male | 7 | * | N/A | 14 | 25 | 11 |
| African American | * | * | N/A | 11 | * | * |
| 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) | 19 | 15 | N/A | 17 | 31 | 15 |
| Economically Disadvantaged | 16 | 14 | N/A | 14 | 24 | 14 |
| Non-Economically Disadvantaged | * | * | N/A | * | * | * |
| Students with Disabilities (IEP) | * | * | N/A | * | * | * |
| Students with Disabilities/IEP Regular Assessment | * | * | N/A | * | * | * |
| Students with Disabilities/IEP with Accommodations | * | * | N/A | * | * | * |
| Alternate Assessment | * | * | N/A | * | * | * |
| Students Without IEP | 17 | 15 | N/A | 13 | 28 | 15 |
| English Learner Including Monitored | * | * | N/A | * | * | * |
| English Learner | * | * | N/A | * | * | * |
| Non-English Learner | 16 | 14 | N/A | 14 | 27 | 16 |
| Non-English Learner or Monitored | 17 | 15 | N/A | 15 | 26 | 17 |
| Foster Care | * | * | N/A | * | * | * |
| Gifted and Talented | * | * | N/A | * | * | * |
| Non-Gifted and Talented | 9 | * | N/A | 14 | 21 | * |
| Homeless | * | * | N/A | * | * | * |
| Migrant | * | * | N/A | * | * | * |
| Military Dependent | * | * | N/A | * | * | * |

Plus

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

Delta

- The percentage of male students in the fifth grade who scored proficient/distinguished in reading and on demand writing was lower than the all-student and female group.

# Schedule

## Monday, December 12, 2022

| Time | Event | Where | Who |
|------|-------|-------|-----|
| 3:30 pm. – 4:00 pm. | Brief team meeting | Hotel Conference Room | Diagnostic Review Team Members |
| 4:30 pm. – 5:30 pm. | Principal Presentation | School | Diagnostic Review Team Members |
| 5:30 p.m. – 6:00 p.m. | Team returns to hotel | Hotel | Diagnostic Review Team Members |
| 6:00 p.m. – 8:00 p.m. | Team Work Session #1 | Hotel Conference Room | Diagnostic Review Team Members |

## Tuesday, December 13, 2022

| Time | Event | Where | Who |
|------|-------|-------|-----|
| 7:45 a.m. | Team arrives at institution | School Office | Diagnostic Review Team Members |
| 8:00 a.m.- 5:00 p.m. | Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review | School | Diagnostic Review Team Members |
| 5:00 p.m. – 5:30 p.m. | Team returns to hotel | Hotel | |
| 5:30 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 |
|------|-------|-------|-----|
| 8:30 a.m. | Team arrives at institution(s) | School | Diagnostic Review Team Members |
| 8:45 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 | 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 |
|------|-------|-------|-----|
| 8:30 a.m. – 11:30 a.m. | Final Team Work Session | School | Diagnostic Review Team Members |