



Cognia Diagnostic Review Report

Results for:
Maupin Elementary

November 28 – December 1, 2022

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	10
Certified Staff	21
Noncertified Staff	15
Students	62
Parents	2
Total	114

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 school was well-maintained and welcoming to students and families. Classrooms and hallways exhibited student work, artwork, photographs, and exemplar charts. The school, for example, posted signage of expected behaviors in classrooms and common areas, such as the Respect Ownership Attitude and Responsibility (ROAR) expectations.

The leadership team, teachers, and support staff described their commitment to the students at Maupin Elementary. Stakeholder interviews with parents disclosed their support of the school. The interviewed parents felt their children were safe and receiving a good education. Parents indicated that they felt welcomed at the school and that all staff members were concerned and kept them informed about their children's physical, social, emotional, and academic well-being.

Increasing parental involvement at the school was a goal identified by school leaders, parents, and all staff members during interviews. Activities and events such as Poetry Slam, Drum, Core, Girl Talk, Women of Worth Conference, Maupin Misses Initiative, cheerleading, and basketball games were some of the activities sponsored by the school to increase participation and engagement. Family interview data identified Class Dojo and the school newsletters as tools to facilitate conversations between the school staff and families.

The administration shared how systems and structures should function to address curriculum, instructional, and behavioral concerns with the team. Currently, these systems and structures are not systemic or functioning consistently. Interview and survey data and a review of documents and artifacts revealed that educators and leaders inconsistently engaged in a continuous improvement and decision-making process designed to strengthen instructional and organizational practice. During stakeholder interviews, leaders and educators acknowledged and spoke to structures and systems designed to support a continuous improvement data-driven decision-making process. Inconsistent implementation and adherence to the systems and processes resulted in an inability to maximize instructional and organizational capacity. The effective use of data to drive decision-making by educators and leaders was not a constant sustainable practice.

Observation data reflected the need for leaders and educators to work collaboratively to use existing systems to collect and analyze data and use findings to drive instruction to meet students' different learning needs consistently and systematically. Stakeholder interviews exposed that these systems were inconsistently implemented, and more work is needed to ensure their systemic application aligned with Kentucky's Instructional Framework.

Observation, interview, and stakeholder perception data validated that students had few opportunities to engage in personalized and differentiated learning. Instruction and discussions that facilitated higher-order thinking, including feedback and monitoring, were observed in a few classrooms. While some high-yield strategies were used in some classrooms, implementation was inconsistent. The Diagnostic Review Team found little evidence showing that the school engaged stakeholders in a systematic collaborative process of continuous improvement. Stakeholder interview data showed limited understanding and implementation of the Plan-Do-Study-Act (PDSA)



cycles. The evidence disclosed documents such as a Walkthrough PDSA tool, data protocol, the Lesson Plan Checklist, and the Maupin Collaborative Team Monitoring Tool used to monitor programs, processes, initiatives, and practices. However, the existing mechanisms used to monitor improvement efforts and communicate results to stakeholders were not implemented or consistently monitored and did not yield increased student performance. Interview data did not indicate that these tools were used effectively or understood by stakeholders.

Meeting agendas for the professional learning community (PLC), Instructional Leadership Team (ILT), and Academic/Administrative Leadership Team (ALT) were reviewed by the team. Conversely, stakeholder interview data indicated that teams did not meet consistently. Meetings were often canceled due to members of the team covering classes for absent staff members.

More focus is needed to monitor curriculum, instruction, and assessment practices to increase student achievement. Classroom observations suggested a need for more consistency in implementing research-based, rigorous instruction. Student engagement in rigorous, high-quality learning experiences was evident in a few classrooms. Teachers providing meaningful feedback was seldom observed. The Diagnostic Review Team concluded that the school should find ways to actively engage teachers in ongoing, structured collaboration related to curriculum and instructional alignment, assessment analysis to augment instruction, differentiated instruction, high-level questioning strategies, and rigorous student learning tasks.

To provide optimal learning conditions, the school leadership team and educators should collaboratively and consistently implement systematic processes to ensure the efficacy of its many academic initiatives. To continue growth toward proficiency, school leaders should monitor instruction, evaluate programs, coach and mentor teachers, and monitor the application of professional development activities. In addition, the team noted the importance of establishing, implementing, and communicating to all stakeholders a process to enable and support a collaborative culture that includes opportunities for shared leadership.

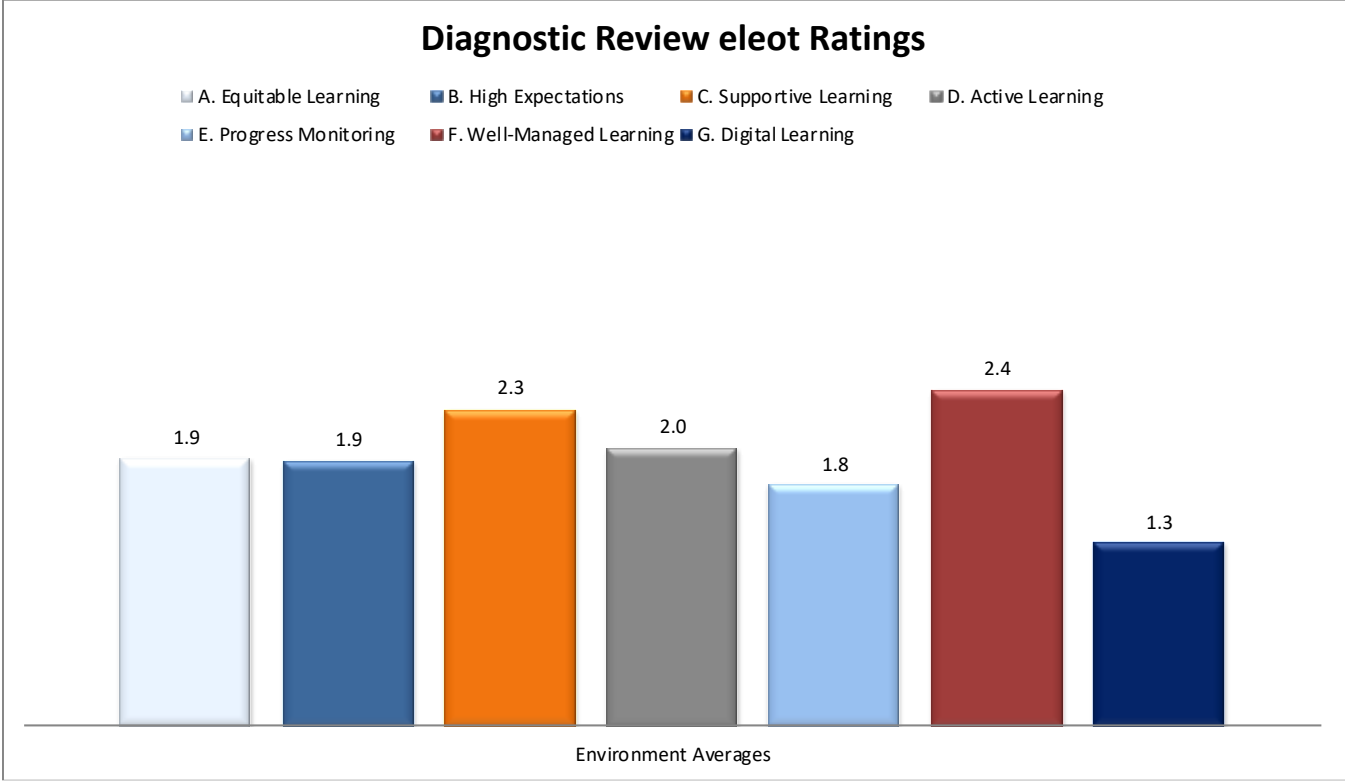
Potential Leader Actions:

- Use walkthrough data to monitor and provide feedback with fidelity about the alignment of curriculum and instruction.
- Design a process to ensure consistent curriculum implementation across all content areas and all grade levels.
- Ensure that written, clear, and concise communication occurs to deliver information to internal and external stakeholders effectively.
- Outline and share the school's continuous improvement process with all stakeholders.
- Identify and implement evidence-based instructional strategies that will address individual learner needs.

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 22 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	68%	23%	9%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	45%	50%	0%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	5%	27%	59%	9%
A4	1.2	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	82%	18%	0%	0%
Overall rating on a 4-point scale:			1.9			

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.	36%	45%	18%	0%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	5%	55%	36%	5%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	45%	55%	0%	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).	14%	77%	9%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	23%	64%	14%	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	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	45%	36%	5%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	23%	55%	23%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	9%	45%	41%	5%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	14%	36%	41%	9%
Overall rating on a 4-point scale:			2.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	18%	50%	27%	5%
D2	1.8	Learners make connections from content to real-life experiences.	50%	23%	27%	0%
D3	2.5	Learners are actively engaged in the learning activities.	0%	55%	41%	5%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	45%	45%	9%	0%
Overall rating on a 4-point scale:			2.0			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	41%	55%	5%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	64%	14%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	18%	59%	23%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	59%	41%	0%	0%
Overall rating on a 4-point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	5%	32%	55%	9%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	45%	45%	5%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	23%	41%	32%	5%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	5%	59%	32%	5%
Overall rating on a 4-point scale:			2.4			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	68%	18%	14%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	82%	5%	14%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	82%	14%	5%	0%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 22 eleot observations in core academic classes at Maupin Elementary. Additionally, several informal observations in other classrooms and common areas were conducted. These observations provided data related to the seven learning environments presented in the previous section. The overall ratings on a four-point scale for the learning environments ranged from a low of 1.3 for the Digital Learning Environment to the highest rating of 2.4 for the Well-Managed Learning Environment.

The team observed adults treating students fairly in many classrooms and common areas. Observation data indicated that in 68 percent of classrooms, observers noted it was evident/very evident that students “are treated in a fair, clear, and consistent manner (A3).” In contrast, stakeholder survey data reflected that 67 percent of students agreed/absolutely agreed with the statement, “The adults take time to get to know me (4).” Students who “speak and interact respectfully with teacher(s) and each other (F1)” were evident/very evident in 64 percent of classrooms. It was evident/very evident in 50 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” However, it was evident/very evident in 37 percent of classrooms that students “transition smoothly and efficiently from one activity to another (F3)” and “use class time purposefully with minimal wasted time or disruptions (F4).” Stakeholder interviews confirmed classroom observation data. Stakeholders shared during interviews that student behavior and poor classroom management were areas of concern that caused the loss of instructional time. Staff also shared that behavior management systems are not implemented with fidelity. This is an area of concern for the team because of the impact on student performance.

The High Expectations Learning Environment had an overall rating of 1.9, an area of concern for the team. Observation data exposed that instruction in many classrooms lacked rigor. Student conversations were not focused on inquiry or problem-solving. Student learning tasks were rarely challenging. For example, students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 18 percent of classrooms. Educator survey data results confirmed classroom observation data. Surveys disclosed that 50 percent of educators agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12)” and “At my institution, we provide an instructional environment where all learners thrive (9).” The team observed that students engaged in “activities and learning that are challenging but attainable (B2)” were evident/very evident in 41 percent of classrooms. These findings provide an opportunity to leverage evidence-based instructional practices to increase student achievement.



Classroom observations revealed that instruction was mainly teacher directed. “Learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1)” were evident/very evident in 32 percent of classrooms. Classroom instruction was either whole group instruction that was teacher-directed or small group rotations where students worked on the same activities at stations. During teacher-led small group sessions, the team observed some differentiation of instruction. The team observed a superficial implementation of differentiated instruction, as learners who “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in nine percent of classrooms. Students who “demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions (A4)” were evident/very evident in zero percent of classrooms. Similarly, opportunities for students to “make connections from content to real-life experiences (D2)” were evident/very evident in 27 percent of classrooms. Opportunities for students to engage in collaborative activities “with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” were evident/very evident in nine percent of classrooms. These ratings demonstrated the need for teachers to plan and implement evidence-based educational practices that actively engage students in instructional tasks that generate high levels of learning.

Observation data from the Progress Monitoring and Feedback Learning Environment indicated the need for students to become more self-directed in their learning and monitoring their progress. In five percent of classrooms, it was evident/very evident that students “monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” Furthermore, it was evident/very evident in zero percent of classrooms that students “understand and/or are able to explain how their work is assessed (E4).” In 23 percent of classrooms, it was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content (E3).”

Potential Leader Actions:

- Work collaboratively with teachers to develop a standard definition for differentiated instruction.
- Provide job-embedded coaching for teachers to help them learn how to use data to differentiate instruction.
- Monitor the use of evidence-based instructional practices to engage learners in rigorous coursework, discussions, questioning, and tasks that require higher-order thinking (e.g., analyzing, applying, evaluating, synthesizing).
- Create a consistent feedback system for students to receive frequent feedback from teachers on their progress toward mastery of the standards.

Improvement Priorities

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

Improvement Priority 1

Design, implement, and monitor a process to guarantee the school's operating practices cultivate and set expectations for collegiality and collaboration. Provide opportunities for staff members to work collectively to review qualitative and quantitative data, identify common problems, and implement solutions on behalf of learners.

Standard 5: Professional staff members embrace effective collegiality and collaboration in support of learners.

Findings:

Achievement data at Maupin Elementary was a concern for the team. As detailed in the appendix, the student performance data reported the percentage of students who scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in 2021-22 was below the state average in all reported content and grade levels. The percentage of students who scored proficient/distinguished in grades four and five in reading on the KSA in 2021-22 was 16 percent and 21 percent, respectively. The percentage of students who scored proficient/distinguished in grades 4 and 5 in math on the KSA in 2021-22 was 12 percent and 10 percent, respectively.

Furthermore, a review of Fall 2022 Measures of Academic Progress (MAP) reading and math assessments disclosed that all grade levels had a significant number of students who performed in the low percentile range (21 percent or below). The Fall 2022 MAP reading assessments indicated that 30 percent of kindergarten, 20 percent of grade 1, and five percent of grade 3 students scored average, high average, or high (41 percent or above). Fall 2022 MAP reading assessments showed that 21 percent of grade 3, 25 percent of grade 4, and 17 percent of grade 5 students scored average, high average, or high (41 percent or above). Fall 2022 MAP math assessments exposed that 14 percent of grade 3, 15 percent of grade 4, and three percent of grade 5 students scored average, high average, or high (forty-first percentile or above). Fall 2022 MAP math assessments disclosed that 38 percent of kindergarten, 28 percent of grade 1, and seven percent of grade 2 students scored average, high average, or high (forty-first percentile or above). School leaders shared that academic performance data has been reviewed and discussed with all educators immediately upon the release by the Kentucky Department of Education (KDE). During interviews, many educators did not express a sense of urgency during conversations related to current levels of student performance. Parents indicated they lacked understanding about the school's current level of academic performance but expressed that they were pleased with their children's progress.

Stakeholder interviews and meeting agendas divulged that the school had multiple teams established to monitor instructional practices, problem-solve, and provide opportunities for staff input. The Diagnostic Review Team suggests that committees, such as the Behavior Team, Turnaround Team, Academic Administration Team, Multi-tiered Systems of Support (MTSS) Team, PLC Team, and ILT, meet consistently to improve teaching and learning. Interview data disclosed that the teams did not yield the intended impact on curriculum, instruction, and student performance outcomes. It was evident to the team that structures to support student learning and teacher practice were in place but were not systemic, deliberate, or implemented with fidelity. Interview data revealed a lack of instructional leadership or hierarchy to hold staff accountable for educational outcomes.

Many educators described a lack of communication among school staff and leaders, which may have contributed to a school culture that did not facilitate collegiality, cooperation, and trust. Based upon interviews, a few



educators expressed concern and were hesitant about participating in professional development activities due to the reaction from peers. Some staff members expressed the need to interact with respect and cooperation, learn from one another, and consider the ideas of others. Some educators shared that professional development activities included team-building exercises and described them as fun but ineffective. Survey data supported interview data findings. For example, 45 percent of educators agreed/absolutely agreed with the statement, “At my institution, we work closely with each other and our stakeholders to support learners (6).” Similarly, 60 percent of educators agreed/absolutely agreed with the statements, “at my institution, we follow a process to determine the support that learners need (10)” and “At my institution, we base our improvement efforts on learners’ needs (5).”

Diagnostic Review Team members reviewed the Jefferson County Public Schools Accelerated Improvement Schools (AIS) weekly professional development session agendas for Maupin Elementary. The agendas and session content included a review of instructional expectations, assessment expectations, curriculum resources, instructional non-negotiables, and collective commitments focused on practices to support students socially, emotionally, and academically. Observation and interview data disclosed an inconsistent understanding and implementation of the expectations.

Potential Leader Actions:

- Communicate expectations and hold all staff accountable for students’ social, emotional, and academic performance.
- Develop a common definition and understanding of civility and professional interactions among all stakeholders.
- Implement professional development activities to build trust and collegiality among all stakeholders.
- Provide opportunities for professional staff members to work together in self-formed or assigned groups to accomplish tasks such as reviewing information, identifying common problems, and implementing solutions on behalf of learners.

Improvement Priority 2

Develop, implement, and monitor a system to ensure curriculum and instructional practices are regularly monitored to assure alignment, relevancy, rigor, inclusiveness, and effectiveness for all learners.

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

Findings:

The 2021-22 KSA data, detailed in the addendum of this report, demonstrated the need to increase planning and monitoring to ensure the alignment of curriculum and instruction in all classrooms. The Diagnostic Review Team considered the student performance data in identifying the second Improvement Priority. Classroom observation, survey, and interview data indicated the need for the efficient use of data that goes beyond analysis and augmented instruction to address student needs. Observation data demonstrated that many classroom educators implemented differentiated instruction through teacher-led small-group interactions with students. During interview sessions, many educators and leaders stated that differentiation and increased instructional rigor needed improvement. Most differentiation occurred using technology-based literacy or math centers and during small group instruction. Of concern to the team was the lack of differentiation and rigor during independent classroom activities and whole-group Tier 1 instruction. The team observed a need for more use of scaffolding strategies during whole-group instruction to meet students' individual needs and introduce rigorous content. For example, "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident in nine percent of classrooms.

Survey data affirmed the need for instructional practices that focused on and prioritized the learning needs of students. For example, 75 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Likewise, 77 percent of students agreed/absolutely agreed with the statement, "The adults help us believe we can do things (5)." Also, 79 percent of families agreed/absolutely agreed with the statement, "in the past 30 days, my child had instruction that was changed to meet their needs (15)." It is important to note that the shared survey data denotes a limited agreement among stakeholders. The limited agreement indicates mixed results and signals a leverage point for improvement. It suggests that even though a percentage of stakeholder perceptions confirm the existence of a favorable condition, a significant portion of stakeholders cannot verify its consistent and systematic application across the school.

The school initiated systems and tools designed to monitor curriculum and instruction. The team reviewed documents and artifacts such as the Walkthrough Rotation Schedule, Maupin Learning Walk Tool, Math Blitz, ELA Blitz, and the 30-Second Feedback Lab. Observation data indicated that in 14 percent of classrooms, it was evident/very evident that students "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." Data from interviews revealed that many educators acknowledged receiving feedback from walkthroughs and Blitzes.

Additionally, some educators and students confirmed that teachers and students had opportunities to set goals and participate in data review sessions. Conversely, observation data divulged that it had a limited impact on instructional practices as well as facilitating students' abilities to succeed academically. Survey data showed that 50 percent of educators agreed/absolutely agreed with the statement, "At my institution, we provide an instructional environment where all learners thrive (9)."

An area of concern for the team was the need for instructional practices that facilitate high expectations from learners. Survey data reflected that 50 percent of educators agreed/absolutely agreed with the statement, "At my institution, we uphold high expectations for learning (12)." Similarly, observation data revealed that students who "demonstrate and/or are able to describe high quality work (B3)" were evident/very evident in zero percent of classrooms.



Interview data validated the development and use of common formative assessments. However, data analysis was not used to effectively align curriculum and instruction to positively impact student achievement. During interviews, some staff members shared that some teachers participated in common planning but only sometimes at all grade levels. Structures supporting student learning and teacher practice were in place but were not systemic, deliberate, and consistently implemented.

Potential Leader Actions:

- Consistently implement, adjust, and monitor the PLC process.
- Use student assessment data to determine the next instructional steps to implement rigorous Tier 1 instruction.
- Identify, implement, and consistently monitor evidence-based instructional strategies to address individual learner needs.
- Use data consistently in all classes to align curriculum and instruction to meet students' academic needs.
- Develop and document a plan that guarantees instruction is at the appropriate level of rigor to prepare students for their next level of learning. Document a method to monitor the implementation of the plan.

Your Next Steps

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

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

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

Principal Capacity in Diagnostic Review

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

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

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

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

Team Roster

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

Team member name	Brief biography
Maria P. de Armas, Ed.D.	Dr. de Armas has worked as a consultant for schools, educational entities, and Cognia (Lead Evaluator for Diagnostic Reviews). During her 42-year career, she has served as a K-12 educator, administrator, university adjunct, consultant, classroom teacher (grades 1-8), bilingual teacher, and an English as a second language teacher in urban settings in New Jersey and Florida. Her administrative experiences include supervising the implementation of curriculum at the district and region levels, overseeing the operations of schools and principals within feeder patterns, creating professional development programs for teachers and administrators, writing and supervising federal grants targeting special populations, facilitating the development and implementation of school improvement plans, supporting schools designated as in need of improvement by the district/state, and building teacher capacity in the identification of underrepresented students for gifted and advanced academic programs. In past positions, she has served as the Administrative Director of Advanced Academics and Gifted Programs, Region Administrative Director, Assistant Superintendent for Academic Support, and Assistant Superintendent for Academics in Miami Dade County Public Schools.
Leesa Moman	Ms. Moman is an Educational Recovery Leader with the Kentucky Department of Education. In this position, she provides support to identified districts who have a significant number of schools classified as Targeted Support and Improvement (TSI). She has over 40 years of experience assisting schools and districts to build systems of continuous improvement resulting in increased student academic performance. Ms. Moman has served as a teacher, special education consultant, principal, Director of Special Education and Assistant Superintendent in Daviess County Public Schools. She has also served as an adjunct professor at Brescia and Western Kentucky University.
Cynthia Lawson	Ms. Lawson has over 30 years of experience in Kentucky schools as a middle school mathematics teacher, principal, instructional supervisor, and highly skilled educator. Most recently, she has served as a Turnaround Specialist working with principals in struggling schools across the country to improve student achievement. Ms. Lawson currently serves as an educational consultant, principal mentor with the Kentucky Department of Education, and an evaluator with Cognia.
Jeffrey Stamper, Ed.D	Dr. Stamper has 19 years of experience as a teacher and administrator. He currently serves as the Instructional Supervisor for Wolfe County Schools. In that position, he coordinates the curriculum implementation process, assessment, Gifted and Talented, and improvement process for three elementary schools, one middle school, and one high school. Dr. Stamper also has experience as an adjunct professor, private consultant, and researcher.

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

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 data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	2
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	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.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	2

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	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
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.	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.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	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.	2
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

Student Performance Data

School Name: Maupin Elementary

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

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

Plus

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

Delta

- The percentage of students who scored proficient/distinguished in 2021-22 was below the state average in all content areas at all grade levels.
- The percentage of students who scored proficient/distinguished in fourth-grade reading in 2021-22 was 16 percent.
- The percentage of students who scored proficient/distinguished in fourth-grade math in 2021-22 was 12percent.
- The percentage of students who scored proficient/distinguished in fifth-grade math in 2021-22 was 10 percent.
- The percentage of students who scored proficient/distinguished in fifth-grade on demand writing in 2021-22 was10 percent.

Elementary English Learner Progress

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

Plus

- Thirty percent of English Learner students received 60-80 points for progress in 2021-22, which was above the state average.
- Twenty-six percent of English Learner students received 100 points for progress in 2021-22, which was above the state average.



Delta

- Thirty-three percent of English Learner students did not progress and received zero points.
- Eight percent of the English Learner students received 140 points for progress, which was below the state average.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	22	*	N/A	N/A	N/A	N/A
Female	29	*	N/A	N/A	N/A	N/A
Male	17	*	N/A	N/A	N/A	N/A
African American	22	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	20	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	32	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	34	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	27	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	22	*	N/A	N/A	N/A	N/A
English Learner	22	*	N/A	N/A	N/A	N/A
Non-English Learner	23	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	23	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	22	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of African American students who scored proficient/distinguished in reading at the third-grade level was ten percent below their white peers.
- The percentage of male students who scored proficient/distinguished in reading at the third-grade level was lower than all other student groups and was twelve percent below their female peers.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	16	12	*	N/A	N/A	N/A
Female	15	10	*	N/A	N/A	N/A
Male	17	14	*	N/A	N/A	N/A
African American	14	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	26	16	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	11	17	*	N/A	N/A	N/A
Economically Disadvantaged	15	12	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	18	14	*	N/A	N/A	N/A
English Learner Including Monitored	7	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	23	18	*	N/A	N/A	N/A
Non-English Learner or Monitored	20	17	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	15	12	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- Eleven percent of fourth-grade white students scored proficient/distinguished in reading.
- The percentage of African American students and white students at the fourth-grade level who scored proficient/distinguished in reading was lower than the percentage of Hispanic students who scored proficient/distinguished.
- Fifteen percent of female students at the fourth-grade level scored proficient/distinguished in reading and seventeen percent of male students at the fourth-grade level scored proficient/distinguished in reading.

- Ten percent of female fourth-grade students scored proficient/distinguished in math and fourteen percent of male fourth-grade students scored proficient/distinguished in math.

Kentucky Summative Assessment 2021-2022 Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	21	10	N/A	19	17	10
Female	21	*	N/A	14	21	14
Male	22	15	N/A	*	*	*
African American	16	*	N/A	8	*	8
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	25	*	N/A	*	20	*
Economically Disadvantaged	17	11	N/A	*	16	*
Non-Economically Disadvantaged	43	*	N/A	21	*	29
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	22	10	N/A	20	17	10
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	28	9	N/A	19	20	13
Non-English Learner or Monitored	27	10	N/A	17	17	13
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	20	10	N/A	19	16	10
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Forty-three percent of non-economically disadvantaged fifth-grade students scored proficient/distinguished in reading compared to 17 percent of economically disadvantaged students.
- Eleven percent of economically disadvantaged students scored proficient/distinguished in math.

Schedule

Monday, November 28, 2022

Time	Event	Where	Who
4:00 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 29, 2022

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:30 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 30, 2022

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:30 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, November 30, 2022

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

