



# Cognia Diagnostic Review Report

**Results for:  
Sanders Elementary**

January 17-20, 2023

# Table of Contents

<b>Introduction</b> .....	<b>2</b>
Performance Standards Evaluation .....	2
Insights from the Review .....	3
Potential Leader Actions:.....	4
<b>Effective Learning Environments Observation Tool (eleot) Results</b> .....	<b>5</b>
eleot Narrative.....	9
Potential Leader Actions:.....	10
<b>Improvement Priorities</b> .....	<b>11</b>
Improvement Priority 1 .....	11
Potential Leader Actions:.....	12
Improvement Priority 2 .....	13
Potential Leader Actions:.....	13
Your Next Steps .....	14
<b>Principal Capacity in Diagnostic Review</b> .....	<b>15</b>
<b>Team Roster</b> .....	<b>17</b>
<b>Appendix</b> .....	<b>18</b>
Cognia Performance Standards Ratings .....	18
Key Characteristic 1: Culture of Learning.....	18
Key Characteristic 2: Leadership for Learning .....	20
Key Characteristic 3: Engagement of Learning.....	22
Key Characteristic 4: Growth in Learning.....	24
Student Performance Data.....	27
Schedule .....	31

# Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	20
Noncertified Staff	4
Students	92
Parents	9
Total	135

## 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:**

Stakeholder interview data reflected that teachers care about their students and are willing to do whatever it takes for students to be successful. Parents and school leadership commented on the positive supportive relationships that teachers have fostered with students. Parents talked about how teachers went above and beyond and focused on small-group and individualized academic and non-academic student needs. Survey data revealed that 93 percent of families agreed/absolutely agreed that educators "help children believe in themselves (5)", and "care about children's well-being (7)." Additionally, parents expressed that the teachers' devotion for their students went beyond the classroom, as teachers often attend extracurricular functions beyond the school day. Interview data showed students feel teachers are willing to help them. Survey data revealed that 79 percent of students agreed/absolutely agreed that educators "take time to get to know me (4)."

Classroom observational data revealed a well-managed and supportive learning environment in which resources (e.g., Leader in Me, Multi-Tiered Systems of Support [MTSS], Positive Behavioral Interventions and Supports [PBIS], additional mental health practitioners) are evident throughout classrooms and hallways to support student behavior. These programs and personnel have contributed to the decrease in chronic student absences and the increase in teacher attendance from the previous school year. Students are compliant and knowledgeable about the school's behavioral expectations. Students and parents recited from memory the "Tiger Expectations." Classroom observational data verified students' understanding of school rules. For instance, in 83 percent of classrooms, it was evident/very evident that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)".

Stakeholders commented on the positive change in the school's culture as a result of the new school leadership. Parents expressed that the school is a loving, caring, and welcoming environment for students and families. Survey results aligned with interview feedback as 95 percent of families agreed/absolutely agreed that the school "treats us with respect (2)", and 93 percent of families agreed/absolutely agreed that the school "makes us feel welcomed (1)." Staff and parents consistently stated that the school has a family-oriented feel. Additionally, interview data showed staff members thought of themselves as a family, and their relationships with one another continued long after people left the school.

Observational and interview data and a review of artifacts showed that the school had implemented some aspects of professional learning communities (PLCs) throughout grade-level teams. The grade levels meet in PLC meetings twice a week and also have an electronic data hub that houses student assessment data. The school uses a three-week PLC cycle and also disaggregates achievement data (e.g., Measured Academic Progress [MAP], Exact Path, Benchmark Assessment System [BAS], formative classroom assessments) to assign students each week to What I Need (WIN) classrooms. The Diagnostic Review Team observed PLC meetings where teachers discussed their lesson plans and the depth of knowledge level for individual items on an upcoming assessment.



School leadership has established expectations (e.g., meeting norms, essential standards, success criteria, assessment planning, data analysis) for the implementation of PLCs for grade-level teams. However, stakeholders shared that in PLC meetings, staff members rarely disaggregated student data to inform or differentiate instruction for students. Classroom observational and interview data confirmed that students had minimal opportunities to engage in differentiated learning activities that meet their needs.

Furthermore, the Diagnostic Review Team found little evidence that students had opportunities to engage in rigorous coursework, discussions, or tasks that require the use of higher order thinking. Most learners could not articulate or demonstrate high quality work. Instructional rigor and instruction that aligned to the Kentucky Academic Standards (KAS) was inconsistent across classrooms. In addition, the team found little evidence showing data were used to monitor instructional practices or improve student achievement. Although the school has a data hub that is accessible to staff members, observational and stakeholder interview data revealed that the use of data to design instruction to meet students' individual academic needs varied across the school.

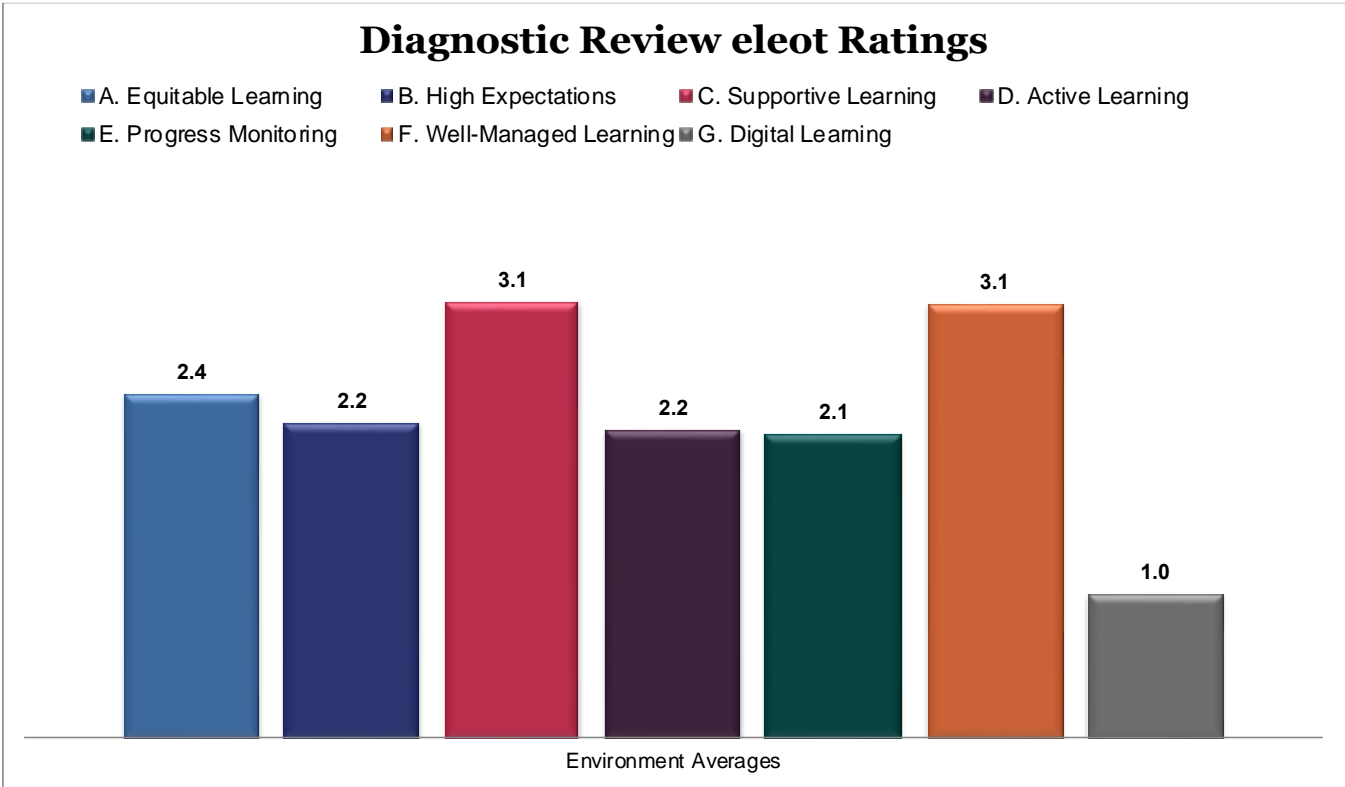
### **Potential Leader Actions:**

- Create a system to engage stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation to support continuous school improvement and increase instructional capacity.
- Implement a system that is grounded in the continuous improvement cycle, documented, communicated, monitored, and evaluated for effectiveness.

# 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 17 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	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	35%	41%	24%	0%
A2	3.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	0%	76%	24%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	0%	0%	71%	29%
A4	1.4	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	71%	24%	6%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.4</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	18%	29%	47%	6%
B2	2.6	Learners engage in activities and learning that are challenging but attainable.	0%	41%	59%	0%
B3	1.9	Learners demonstrate and/or are able to describe high quality work.	29%	53%	18%	0%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	12%	47%	41%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	24%	59%	18%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			



<b>C. Supportive Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	24%	59%	18%
C2	2.9	Learners take risks in learning (without fear of negative feedback).	0%	24%	59%	18%
C3	3.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	12%	59%	29%
C4	3.3	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	0%	71%	29%
<b>Overall rating on a 4-point scale:</b>			<b>3.1</b>			

<b>D. Active Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
D1	2.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	0%	29%	71%	0%
D2	1.5	Learners make connections from content to real-life experiences.	53%	41%	6%	0%
D3	2.5	Learners are actively engaged in the learning activities.	0%	53%	41%	6%
D4	2.0	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	35%	35%	24%	6%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.0	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	24%	53%	24%	0%
E2	2.8	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	41%	41%	18%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	12%	65%	24%	0%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	47%	35%	18%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.4	Learners speak and interact respectfully with teacher(s) and each other.	0%	0%	59%	41%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	18%	59%	24%
F3	2.8	Learners transition smoothly and efficiently from one activity to another.	6%	29%	47%	18%
F4	3.1	Learners use class time purposefully with minimal wasted time or disruptions.	0%	18%	59%	24%
<b>Overall rating on a 4-point scale:</b>			<b>3.1</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.1	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	94%	6%	0%	0%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	100%	0%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.0</b>				

## eleot Narrative

The Diagnostic Review Team conducted 17 observations in core content classrooms using the eleot tool. Also, the team conducted informal observations in non-core content classrooms and common areas.

Several strengths emerged from the observational data. The school administration has built a strong school climate and culture where teachers and staff members care about their students and peers. Teachers have cultivated positive relationships with their students and are willing to meet students where they are academically, socially, and emotionally. In addition, observational data indicated that instances where learners “are treated in a fair, clear, and consistent manner (A3)” were evident/very evident in 100 percent of classrooms.

Conversations with various stakeholders indicated that student behavior was not a barrier to learning at Sanders Elementary. Using PBIS and the Leader in Me program, the school administration, teachers, support staff, and community members have created a warm, caring school environment for students. Classroom observations revealed that students treat each other and the teacher respectfully, as it was evident/very evident in 100 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” Educator and student survey data was consistent with observational data. For instance, educator and student survey data showed that 83 percent of educators agreed/absolutely agreed that they “treat learners, families, and each other with respect (2)”, and 87 percent of students agreed/absolutely agreed that educators “treat us with respect (2).” Parents confirmed in interviews that teachers are supportive of and have positive relationships with their students, and it was evident/very evident in 100 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).”

Overall, the Diagnostic Review Team found that teachers primarily used teacher-directed, whole-group instruction with some small-group instruction. The team noted a few instances where students could articulate their understanding of the lesson objective. Instances in which learners “demonstrate and/or verbalize understanding of the lesson/content (E3)” and “understand and/or are able to explain how their work is assessed (E4)” were evident/very evident in 24 and 18 percent of classrooms respectively. When students were assigned to small groups or a specific station, learners rarely had opportunities to learn about one another’s backgrounds. Classroom observational data indicated it was evident/very evident in six percent of classrooms that “Learners



demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4).”

Observational data revealed learners who had “equal access to classroom discussions, activities, resources, technology, and support (A2)” were evident/very evident in 100 percent of classrooms. However, there were zero instances in which the team observed students using technology to work collaboratively. For example, learners who use digital tools/technology to “gather, evaluate, and/or use information for learning (G1)”, “conduct research, solve problems, and/or create original works for learning (G2)”, or “communicate and work collaboratively for learning (G3)” were evident/very evident in zero percent of classrooms.

### **Potential Leader Actions:**

- Monitor and adjust the walkthrough tool to focus on what students are doing.
- Evaluate teacher instructional practices and materials to ensure they are at the appropriate level of rigor and are aligned with grade-level standards.



# Improvement Priorities

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

## Improvement Priority 1

Create a continuous improvement process that evaluates ongoing practices, processes, and decision-making to improve student learning and engage stakeholders.

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

### Findings:

Survey data revealed that educators and families had similar responses when asked about the school using a variety of information regarding student learning. On surveys, 78 percent of educators agreed/absolutely agreed that they use "a variety of resources to meet learners' needs and interests (19)" and 90 percent of families agreed/absolutely agreed that the school used "many types of information to help children learn (9)." However, the team found little evidence that students routinely worked on tasks that met their unique needs. Observational data revealed that in 24 percent of classrooms, it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Interview data further revealed a lack of systematic processes to ensure that the curriculum resources are at the appropriate grade level. In addition, the team found inconsistent learning activities within same grade-level teams.

A review of artifacts (e.g., PLC Plan, PLC Norms, principal presentation slides) and observational and stakeholder interview data confirmed the school's implementation of the PLC process to improve learning outcomes for their students. However, the team found an inconsistent use of the PLC process (e.g., recurring cycles of collective inquiry, action research) among teachers. Although school leadership has created a structure (e.g., meeting times, PLC norms, PLC plan, student achievement data) for the PLC process, the team observed a lack of data analysis and data-informed decision-making. Stakeholder interviews confirmed that staff members are planning instruction and collecting data; however, they are not reviewing data to inform instructional decisions.

Student performance data, as detailed in the appendix, revealed that the percentage of students scoring distinguished/proficient in reading on the 2021-22 Kentucky Summative Assessment (KSA) was below the state average in third grade, fourth grade, and fifth grade. In fifth-grade reading, for example, 14 percent of students scored proficient/distinguished, compared to the state average of 45 percent. In fourth-grade reading, 14 percent of students scored proficient/distinguished, compared to the state average of 46 percent. In fourth-grade mathematics, 14 percent of students scored proficient/distinguished compared to the state average of 39 percent. In fifth-grade editing and mechanics, 17 percent of students scored proficient/distinguished compared to the state average of 47 percent.

Similarly, observational data supported the need for Tier 1 instruction aligned to the KAS in all content areas. Stakeholder interview data confirmed a need for professional development focused on student engagement strategies that connected to real-life experiences. It was evident/very evident in 59 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." Also, learners who "make connections from content to real-life experiences (D2)" were evident/very evident in six percent of classrooms. In addition, stakeholder interview data revealed a lack of feedback and individualized coaching to improve teachers' instructional practices.



The team found little evidence of the school having a systematic process for using data to evaluate the effectiveness of instructional programs to ensure they improve learners' academic and nonacademic outcomes. Furthermore, the team was concerned that no formalized continuous improvement process was in place to monitor and adjust instructional practices and provide real-time feedback to staff to improve their practices.

### **Potential Leader Actions:**

- Monitor the implementation of programs to ensure they align with the school's priorities for improvement.
- Monitor and adjust PLCs to ensure that differentiated learning opportunities are available to all students.

## Improvement Priority 2

Develop, implement, monitor, and adjust an instructional framework that is characterized by high expectations and evidence-based instructional practices aligned with the rigor of the KAS.

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

Student interviews indicated a lack of differentiated instruction and learning activities. The team observed a few instances of diverse learning opportunities with limited occurrences of students collaborating in small groups. Students stated that they did not feel challenged. Furthermore, the team rarely saw students engaged in discourse or working collaboratively to complete higher-order thinking tasks. It was evident/very evident in 30 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).” Learners could not articulate or show exemplars of what constitutes high-quality work. For instance, learners who “demonstrate and/or are able to describe high quality work (B3)” were evident/very evident in 18 percent of classrooms. The team observed a few instances of instruction that helped students reach their potential.

A review of artifacts showed in the PLC template that teachers had to identify success criteria, rigor level, and high-yield strategies that they would incorporate into their instructional practice. Observational data did not reveal extensive use of high-yield instructional strategies or lesson activities matching the rigor level required by the KAS. Specifically, it was evident/very evident in 41 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Classroom observations seldom showed the use of high-yield instructional strategies specifically designed around learner-centered practices. Observations revealed students working on computers (e.g., Edmentum, Dreamworks) or completing identical tasks (e.g., worksheets) with little alignment to the level of rigor expected in the KAS.

Survey data were higher than observational or interview data regarding adults having high expectations for student learning. For instance, educator survey data revealed that 75 percent agreed/absolutely agreed that they “uphold high expectations for learning (12)” and 67 percent agreed/absolutely agreed that they “provide an instructional environment where all learners thrive (9).” Observational data, however, indicated that it was evident/very evident in 53 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” In addition, learners who took “responsibility for and are self-directed in their learning (B5)” were evident/very evident in 18 percent of classrooms. Furthermore, stakeholder interviews revealed a lack of clarity in the school’s instructional expectations. Observational data suggested that instructional activities were primarily designed around curriculum with little or no focus on learner interest.

Although the school has increased the frequency of PLC meetings, most staff could not articulate how they use data to inform their instructional practices. Furthermore, most stakeholders could not articulate how the school uses data to evaluate and monitor the effectiveness of instructional resources and programs. A review of artifacts revealed a few instances in which lesson plans and learning tasks were individualized and adjusted to meet the individual needs and interests of learners.

### Potential Leader Actions:

- Implement rigorous Tier 1 instruction that fosters student engagement and increases learner expectations.
- Ensure the instructional framework is focused on learner-centered practices and uses a variety of data sources.
- Leverage PLCs as the vehicle for lesson design and data-informed decision-making.



## Your Next Steps

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

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

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



# Principal Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of the CSI school.

The Diagnostic Review Team analyzed multiple pieces of evidence and conducted stakeholder interviews that showed the principal has had a positive impact on the school's overall culture. Stakeholders described the principal as approachable and caring, and she has implemented an open-door policy. The team conducted observations throughout the building and noted orderly classrooms and smooth transitions. Survey data indicated educators and families describe the school's culture as welcoming, and students said their school is friendly.

The principal has held the leadership position since April 2019. During this period, student achievement has continued to decline. The principal has acknowledged that changes must occur to meet the needs of the students, and evidence revealed she has initiated isolated changes in the PLC process, master schedule, and instructional resources. However, for the school to be successful, the principal will need support in establishing a continuous improvement process that includes identifying priorities, implementing protocols, monitoring data, and making adjustments to improve student achievement and professional practice.

A review of evidence and interview data indicated academic and nonacademic student data are being collected and stored in an online database referred to as the Data Hub. Although educators at the school document data, the school lacks a protocol to analyze data and use findings to support instructional decisions for learners' growth and well-being. PLCs have been revised by the principal to start analyzing data. Other data points are also being collected but are not being used in PLCs. The district should provide high-quality, ongoing professional learning to the principal and staff on an evidence-based data collection and analysis protocol to be used during PLCs.



Classroom observations revealed most students were compliant but lacked deep cognitive engagement. Most coursework, discussions, and tasks did not meet the appropriate grade-level rigor and higher-order thinking required by KAS. The school is in year two of implementation of Illustrative Math, an evidence-based math program. The MAP Growth assessment has shown increases in math scores, and the principal has attributed the increase in student achievement to the implementation of this core math resource. For the school to be successful, the district should provide recommendations to the principal on evidence-based instructional resources for all content areas and grade levels that align with the rigor of the KSA. Furthermore, the district needs to provide professional learning and assist the school in developing an instructional framework to deconstruct standards, align learning tasks, and create rigorous assessments so teachers can monitor and adjust instructional initiatives and improve 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 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
<b>James Driscoll, Ed.D</b>	James Driscoll currently serves as the superintendent for Tempe Elementary School District. His previous experiences include being a teacher, dean of students, assistant principal, principal, director of special education, district hearing officer, assistant superintendent for east area schools, and assistant superintendent of human resources. He also serves on the executive board for Arizona School Administrators Association.
<b>Melissa Evans</b>	Melissa Evans is currently serving in her seventh year as an Educational Recovery Leader with the Kentucky Department of Education, assisting schools with turnaround efforts. She has 31 total years of experience in Kentucky. Prior experience includes 18 years in the Corbin Independent School District. While there, she taught at the middle and high school levels, authored numerous grants, and served as director of the summer science program. Her administrative experience includes five years as director of districtwide programs. Her major duties included serving as district assessment coordinator; curriculum, instruction, and assessment supervisor; external grants director, and career and technology education director.
<b>Tara Griffith</b>	Tara Griffith currently serves as an Educational Recovery Leader with the Kentucky Department of Education, where she supports schools on effective practices related to school turnaround leadership, continuous improvement systems, positive school culture and climate, and aligned, rigorous instruction. Her professional career spans 24 years and includes experience as a teacher and instructional coach at the elementary, middle, and high school levels and district administrative experience in curriculum, instruction, and assessment. In addition, she has been trained through the National Institute of School Leadership program (NISL).
<b>Susan Hillman</b>	Susan Hillman has 29 years of experience. She is currently the principal of Calvary Christian School in Winchester, Kentucky. She is the former principal of Willis H. Justice Elementary, Clark County's only Leader in Me school. Prior to her service at Justice, she was the principal at Strode Station Elementary. She previously worked as both a teacher and administrator in Fayette County Public Schools. She taught at the primary level at Lexington's Cardinal Valley Elementary and later served as an assistant principal at Cardinal Valley and Meadowthorpe Elementary. Susan has served previously on accreditation and Diagnostic Review teams and has led her schools through the accreditation process twice during her time as principal.

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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



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

## Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: <b>Demonstrating noteworthy practices producing clear results that positively impact learners.</b>	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.	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: <b>Demonstrating noteworthy practices producing clear results that positively impact learners.</b>	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.	2
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	2



## Key Characteristic 4: Growth in Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	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: <b>Demonstrating noteworthy practices producing clear results that positively impact learners.</b>	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.	3
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: <b>Demonstrating noteworthy practices producing clear results that positively impact learners.</b>	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: Sanders 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	26	45
	4	14	46
	5	14	45
Math	3	*	38
	4	14	39
	5	*	38
Science	4	*	29
Social Studies	5	*	37
Editing and Mechanics	5	17	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished was below the state average in third-, fourth-, and fifth-grade reading.
- The percentage of students who scored proficient/distinguished was below the state average in fourth-grade math.
- The percentage of students who scored proficient/distinguished was below the state average in fifth-grade editing and mechanics.

### English Learner Progress

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	26	*	N/A	N/A	N/A	N/A
Female	33	*	N/A	N/A	N/A	N/A
Male	21	*	N/A	N/A	N/A	N/A
African American	19	*	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)	37	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	26	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	25	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	18	*	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	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	27	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	27	*	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
Non-Gifted and Talented	26	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- Twenty-one percent of third-grade male students scored proficient/distinguished in reading, compared to 26 percent of all third-grade students.
- Nineteen percent of third-grade African American students scored proficient/distinguished in reading, compared to 26 percent of all third-grade students.
- Eighteen percent of third-grade students with disabilities/IEP (Individual Education Plan) scored proficient/distinguished in reading, compared to 26 percent of all third-grade students.

**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	14	*	N/A	N/A	N/A
Female	9	*	*	N/A	N/A	N/A
Male	*	13	*	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)	23	17	*	N/A	N/A	N/A
Economically Disadvantaged	*	*	*	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	16	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	14	*	N/A	N/A	N/A
Non-English Learner or Monitored	14	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	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

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

Delta

- Nine percent of fourth-grade female students scored proficient/distinguished in reading, compared to 14 percent of all fourth-grade students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	14	*	N/A	*	17	*
Female	9	*	N/A	*	*	*
Male	*	*	N/A	*	16	*
African American	*	*	N/A	*	17	*
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)	23	*	N/A	*	19	*
Economically Disadvantaged	*	*	N/A	*	16	*
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	16	*	N/A	*	19	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	14	*	N/A	*	17	*
Non-English Learner or Monitored	14	*	N/A	*	17	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	14	*	N/A	*	17	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Nine percent of fifth-grade female students scored proficient/distinguished in reading, compared to 14 percent of all fifth-grade students.

# Schedule

## Tuesday, January 17, 2023

Time	Event	Where	Who
3:00 p.m. – 3:45 p.m.	Brief team meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
5:30 p.m. – 6:00 p.m.	Team returns to hotel		
6:15 p.m. – 7:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, January 18, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:50 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. – 7:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, January 19, 2023

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		
5:00 p.m. – 7:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Friday, January 20, 2023

Time	Event	Where	Who
8:30 a.m. – 12:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

