



Cognia Diagnostic Review Report

Results for:
Warren County Public Schools

February 6-9, 2023

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	18
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	10
Noncertified Staff (e.g. Governing Body)	4
Students	6
Parents	4
Total	43

Performance Standards Evaluation

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

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

Insights from the Review

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

Strengths and Continuous Improvement:

The school community and communication and collaboration among professional staff, parents, district leadership, and community partners emerged as the most significant strengths of Warren County Public Schools (WCPS). The superintendent has been intentional in cultivating a district-wide environment built on providing safety, achievement, and opportunities for students and professional staff. In 2017, the district developed a strategic planning and steering committee and, as part of that process, created focus groups to develop the organization's vision and mission. WCPS uses its strategic plan, core values, and mission and vision statements as guides as it looks to meet the needs of all students. During interviews, district staff members, parents, and students revealed that the district and Warren Elementary have a welcoming environment. Survey results confirmed that 97 percent of families and 85 percent of students agreed/absolutely agreed that adults "make us feel welcomed (1)." Stakeholders take pride in the student diversity and the district's varied educational and career pathway opportunities. This pride was evident in the mission statement, "to provide an engaging, inspiring and challenging environment, which prioritizes safety, achievement, and opportunity." In interviews, parents noted that although there are many languages spoken, students are welcomed, safe, and well received.

The Diagnostic Review Team noted the district has established several strategies to promote leadership development, organizational excellence, partnerships, and communication (e.g., The Foundry, Franklin Covey, Chamber of Commerce). The school system has implemented the Franklin Covey "Leader in Me" program districtwide, and 10 schools have attained Leader in Me Lighthouse certification, the highest level of certification a school can attain. Furthermore, the district has created an 18-month leadership development program and a new-teacher academy internship program. A review of meeting agendas and minutes revealed the district has created a professional development plan that provides opportunities for leaders and professional staff members to engage in various learning opportunities to improve their professional knowledge and skills. In addition, the district provides students with various educational pathways as evidenced by interviews, a review of artifacts and documents, and survey results. The district has committed to facilities upgrades and energy efficient programs and initiatives. The district's focus on energy efficiency in the schools and district facilities has resulted in the nation's first net zero school, 23 out of 24 schools receiving energy star labels, and over \$14 million in cost savings since 2003, which has been used to increase teacher pay. The district has invested in several facility upgrades at Warren Elementary (e.g., grounds, structural improvements, interior remodeling).

Interviews with district leadership indicated a strong commitment to cultivating and strengthening existing business and community partnerships to provide the district, schools, students, and families with opportunities to receive support for their academic and non-academic needs. Through these partnerships, the district has been able to provide students with internships, career exploration and college access, and early learners with the experiences and learning opportunities to have skills and dispositions to be ready for kindergarten. The district has increased the number of instructional days for preschool students from two to four days a week. Additionally, the district has partnered with a community agency and created the "Little Learners Bus", which goes into neighborhoods throughout the county and provides screenings, refers students and families into early childhood programs, and facilitates kindergarten readiness activities and/or access to community-based intervention services.



District leaders exhibit a sense of collaboration and urgency to provide schools with the resources and support needed to prepare their students for success. For instance, the district has created a data analytics position to monitor effectiveness of programs. In addition, the district has established weekly meetings between Warren Elementary leaders and district leaders to ensure needed support and resources are available to improve instructional practices and student achievement. Furthermore, the district has added instructional coaches and nurses to every campus and has increased the number of mental health professionals from six to 18. Lastly, the district has provided Warren Elementary leaders with additional days to offer staff professional learning opportunities.

Data from stakeholder interviews, a review of documents and artifacts, and survey results revealed both strengths and opportunities for improvement. For instance, the district has allocated additional human capital resources (e.g., school-based instructional coaches, district-based instructional coaches) to support professional staff members' growth and improve their instructional practices. Educator survey results indicated that 82 percent of educators agreed/absolutely agreed that in the last 30 days, they "participated in learning experiences that increased my knowledge and skills (22)." Professional learning community (PLC) days have been added to the teacher work calendar. However, the team did not find evidence showing that a systematic process facilitates communication between district-based and school-based instructional coaches working to support Warren Elementary teachers. In addition, few stakeholders could speak to opportunities for collaboration among professional support staff (e.g., school and district coaches, English learners [EL] consultants, special education consultants). Educator survey data revealed that 61 percent of educators agreed/absolutely agreed that they "work closely with each other and our stakeholders to support learners (6)." Furthermore, interview data revealed that fidelity in the implementation of PLC best practices (e.g., four guiding questions, sustainable infrastructure, communication process, shared understanding of assessments, analysis and use of student learning data, response to the individual needs of students) was inconsistent across grade-level teams. Although it was evident that grade-level teams have time to work collaboratively, a systematic process for monitoring the effectiveness of PLC implementation would build the collective capacity of the professional staff in their work toward continuous improvement and a learning environment where students thrive. Supporting this point, educator survey results showed 54 percent of educators agreed/absolutely agreed that they "provide an instructional environment where all learners thrive (9)."

The district and school leadership team focuses on many aspects of continuous improvement. A review of artifacts, observational data, and stakeholder interview data showed a variety of community engagement activities available to families at Warren Elementary. Parents reported having many opportunities to be involved and see what is happening at their child's school.

Although the district has established many community partners, some stakeholders indicated a need for more resources and support for ELs and professional staff at Warren Elementary. Parents reported that with over 30 different languages being spoken at the school, some students do not have the mental health and language supports they need to access the variety of learning opportunities the district provides.

While the district has implemented programs and strategies (e.g., The Leader in Me) to improve the culture and student behavior at the school, the Diagnostic Review Team identified a need to provide all staff members with the support they need to work more effectively with students with disabilities and ELs. The team suggests providing instructional coaching cycles and professional learning opportunities to all teachers of ELs to ensure that staff members receive the necessary resources and support to improve classroom instruction and learner outcomes. These opportunities will help ensure that classroom instruction meets the individual educational needs of students and is at the appropriate level of rigor for the Kentucky Academic Standards (KAS).



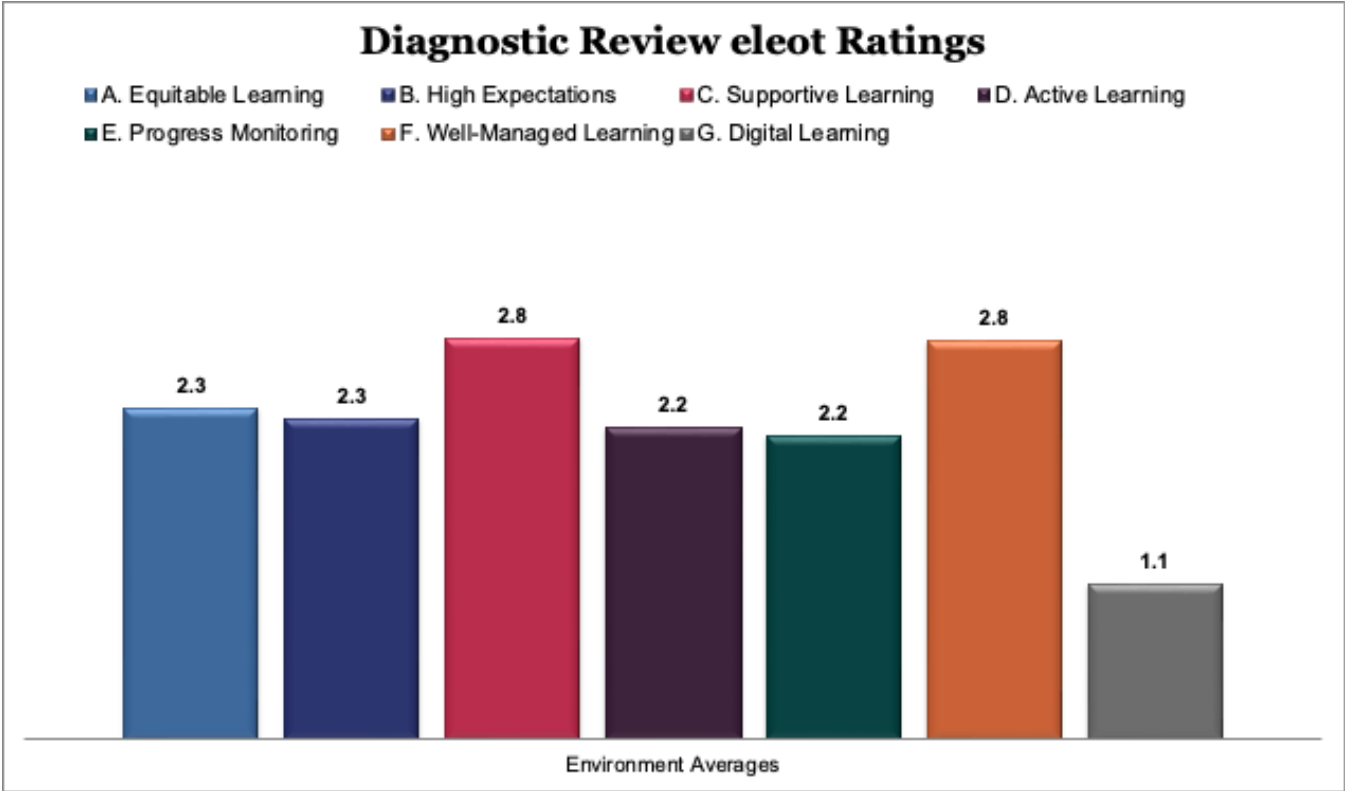
Potential Leader Actions:

- Develop processes for supporting and holding school leaders accountable for ensuring professional staff members consistently deliver instruction characterized by high expectations and learner-centered practices.
- Create a formal structure that ensures professional staff members (e.g., teachers, instructional assistants, instructional coaches, leaders) receive personalized learning and coaching focused on instructional strategies for ELs.
- Develop or create a process for the management of human resources (e.g., special education consultants, EL staff, instructional coaches) to ensure equitable learning.

Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 24 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



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

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



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	8%	13%	58%	21%
C2	2.7	Learners take risks in learning (without fear of negative feedback).	8%	17%	75%	0%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	29%	50%	13%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	8%	8%	50%	33%
Overall rating on a 4-point scale:			2.8			

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

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	42%	38%	21%	0%
E2	2.5	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	8%	38%	54%	0%
E3	2.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	8%	38%	50%	4%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	33%	46%	21%	0%
Overall rating on a 4-point scale:			2.2			

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

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

eleot Narrative

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

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

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



Two learning environments, Equitable Learning and High Expectations, received the same overall rating of 2.3, a score that shows these are areas in need of improvement. It was evident/very evident in 21 percent of classrooms that learners “demonstrate and/or are able to describe high quality work (B3)” and in 46 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Learning targets were visible in many classrooms; however, students seldom revisited these targets during lessons. It was evident/very evident in 58 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” When asked, students could not communicate learning expectations and success criteria. It was evident/very evident in 46 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Similarly, it was evident/very evident in 33 percent of classrooms that “Learners take responsibility for and are self-directed in their learning (B5).” These ratings support the need to cultivate higher expectations and clear outcomes for student performance and for increased rigor with an emphasis on developing students’ higher order thinking skills.

The Diagnostic Review Team observed most learners being treated fairly and consistently. However, learners who “demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4)” were evident/very evident in zero percent of classrooms. The team observed little differentiated instruction, as it was evident/very evident in 34 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” While some instruction involved students working at different stations, in several classrooms the student assignments were the same at all stations.

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

The Digital Learning Environment scored 1.1 on the four-point scale. It was evident/very evident in four percent of classrooms that “learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)” and that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).” In addition, it was evident/very evident in zero percent of classrooms that students were using computers to “conduct research, solve problems, and/or create original works for learning (G2).” However, these scores directly correlated to the fact that the school had an Internet outage shortly after observations began. During informal observations on the following day, the Internet was restored and the review team observed several classrooms where technology was used for learning.

The Diagnostic Review Team was concerned by the lack of differentiated instruction to meet students’ individual learning needs as evidenced in the observational data. Continued growth in the Well-Managed and Supportive

Learning environments can be leveraged to provide a foundation for implementing high-rigor instructional strategies and evidence-based differentiated learning tasks.

Potential Leader Actions:

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

Improvement Priorities

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

Improvement Priority 1

Collaborate with school leadership to create processes and routines to systematically analyze student achievement data (e.g., formative, summative) to inform decisions about staffing, provide support for staff, facilitate professional development for staff related to the school's specific learner needs (e.g., EL, special education), and adjust allocations and management of human, material, and fiscal resources to ensure equitable learning.

Standard 15: Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Findings:

Survey data showed that educators use a variety of resources to meet the needs of learners. Educator survey data revealed that 82 percent of educators agreed/absolutely agreed that in the past 30 days they "used a variety of resources to meet learners' needs and interests (19)" and 69 percent of educators agreed/absolutely agreed that "we use learner information to make decisions about distributing resources (7)." In addition, family surveys revealed that 85 percent of families agreed/absolutely agreed that in the past 30 days my child "used a variety of resources to learn about things that interest them (18)" and 96 percent of families agreed/absolutely agreed that adults "provide resources children need for learning (8)." Classroom observational data and stakeholder interview data, however, differed from survey data. For instance, observational data showed that it was evident/very evident in 34 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Furthermore, stakeholder interviews revealed a lack of resources and strategies to meet the learning needs of ELs and students with disabilities.

A review of artifacts (e.g., Warren County Public School Equity Council Scorecard, 2022-2023 Professional Development Plan, coaching cycle, standards documents provided in the Workspace) showed that the district has identified a need to address instructional equity and school improvement. In addition, the 2021-2022 Warren County Public Schools Equity Council Scorecard document identified the need to continue to provide professional development for staff in the areas of cultural proficiency and equity for at-risk students and students of color. Furthermore, stakeholder interviews noted the growing population of ELs in the district, including at Warren Elementary, and a need to provide differentiated support to schools based on the diverse needs of students. Although the Diagnostic Review Team saw evidence of PLCs (e.g., meeting agendas, professional development plan), the team found little evidence of professional learning to address effective strategies or to support the diverse needs of ELs. Observational data did not reveal that learners have opportunities to develop an appreciation for the differences in abilities, backgrounds, and dispositions. For example, it was evident/very evident in zero 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)."

Student performance data from the Kentucky Summative Assessment (KSA) in 2021-22 revealed that the percentage of students who scored proficient/distinguished was below the state average in all content areas and across all grade levels with reportable numbers. In addition, 38 percent of ELs did not progress on the Accessing Comprehension and Communication in English State-to-State (ACCESS) assessment and received zero points. Furthermore, eight percent of ELs received 140 points for progress on the ACCESS assessment, which was



below the state average. Lastly, the percentage of all fourth-grade students who scored proficient/distinguished in reading was nine percentage points below non-ELs.

In interviews, district-level leaders who directly support Warren Elementary consistently noted that district strengths include collaboration, communication, and the creation of a districtwide common curriculum. Although the district provides resources and training from Houghton Mifflin Harcourt (HMH), stakeholder interviews indicated a need for access to training to support the implementation of common assessments (e.g., Edulastic, Data Studio) and the use and analysis of data tools. Furthermore, stakeholder interviews revealed that staff turnover at Warren Elementary and the staffing formula are barriers to meeting the needs of students. For instance, stakeholder interviews revealed that the district staffing formula is not adjusted to meet the additional needs of diverse learners at Warren Elementary. Even though the school receives additional Title I funds, the school staffing allocation is the same as for other schools throughout the district. To meet the diverse needs identified at Warren Elementary, the review team suggest that the district establish clear goals for priority schools and plan for differentiated support. While the district generally distinguishes between Title I and non-Title I schools, the team observed an opportunity for district leaders to focus on the smaller number of priority schools by clarifying how resources and supports will be allocated to a small group of schools. The district can leverage digital, fiscal, human, and material resource allocations by creating tiers for district support by school(s) to identify and meet individual student needs. The Diagnostic Review Team encourages the district to develop a systematic process to determine how schools might be further differentiated to prioritize schools' needs for talent recruitment and funding for more teachers certified in EL due to the increasing number of families with EL students moving into the county. In doing so, it will be critical to build a shared understanding regarding the criteria for differentiation to facilitate trust in the process.

Although the school has increased the frequency of PLC meetings, few stakeholders could speak to opportunities for collaboration among professional support staff (e.g., school and district coaches, EL, special education consultants) to use data strategically to inform their instructional practices. Survey data revealed that though collaboration has been emphasized as a strength, 61 percent of educators agreed/absolutely agreed that they “work closely with each other and our stakeholders to support learners (6).” Furthermore, stakeholder interviews revealed that effective co-teaching is a desired strategy at Warren Elementary; however, several barriers (e.g., master schedule, lack of professional learning, resistance) have created challenges to the effectiveness of this practice. A review of artifacts (e.g., PLC meeting guide, WCPS PLC Day Work process, WCPS PLC feedback, WCPS PLC school structures and locations, WCPS Comprehensive District Improvement Plan [CDIP] 2022-2023, WCPS school improvement sessions) revealed instances of staff participating in PLC meetings with grade-level teams. However, stakeholder interview data highlighted the need for more collaboration between district-level supports (e.g., coaches and special education and EL positions) and school-level supports on using resources and best practices to support ELs, special education learners, and the teachers who serve these students. The Diagnostic Review Team encourages the district to use professional learning opportunities intentionally to focus on high-yield instructional practices that are culturally responsive to learner needs.

Potential Leader Actions:

- Research effective, culturally responsive supports and services for EL populations, including in other schools or districts, to learn and develop next steps.
- Provide professional learning opportunities on instructional leadership for Warren Elementary leaders and teacher support personnel to strengthen teacher practice.
- Coordinate routine communication and collaboration among support personnel to provide coaching and professional learning to address data-informed best practices for all teachers of ELs.
- Develop a collaborative model for school and district leaders to monitor classroom practices with a focus on providing instructional feedback on co-teaching practices.



Your Next Steps

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

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

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



District Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the district has the capacity to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school, Warren Elementary.

The Warren County School superintendent and district-level leaders routinely collaborate with school stakeholders to develop and implement a strategic plan for improvement. Additionally, through a partnership with Studer Education established in 2018 to support the development and implementation of this plan, they are conducting a new needs assessment to develop a revised five-year strategic plan to encompass district improvement initiatives from the present to 2028. It is evident, based on stakeholder interviews and a review of artifacts, that the district has used this plan to consistently communicate actions related to the visionary purpose and direction of the district.

It was also evident that the district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness. The superintendent, board members, and other stakeholders prioritize and communicate the district's focus on safety, achievement, and opportunity for students and staff. Additionally, the superintendent and board of education collaborate effectively to support schools in the



deployment of improvement initiatives related to these three areas. There is a strong focus on the Leader in Me Program and 10 of the district elementary schools have achieved Lighthouse status from the Franklin Covey organization. Additionally, a robust program to support college and career readiness at the secondary level has been developed to address the needs and interests of the district's high school students.

The district has demonstrated some unique methods of securing additional funding through collaboration among the Board, district personnel, and school-level leaders. Through innovation and conservation practices across the school district, there has been an annual \$1.8 million dollar energy savings annually (i.e., net zero schools), which allowed the district to invest in improvement initiatives. The district has chosen to allocate the Kentucky Educational Technology System funding by school to meet specific technology needs. Also, the district has invested resources to purchase new curriculum, implement new school technology, and provide additional student services (e.g., mental health counselors, school nurses, teaching and learning coaches) in schools.

Finally, the superintendent has been named the 2022 National Superintendent of the Year by the National Association of School Superintendents (NASS). Warren County is the fourth-largest district in Kentucky and the fastest growing district in the state. The superintendent's collaborative leadership style and futuristic and proactive planning have resulted in multiple facility and program improvements across 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
James Driscoll, EDD	James Driscoll currently serves as the superintendent of Tempe Elementary School District. His previous positions include 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.
Tim Godbey	Tim Godbey has been a Kentucky educator for the past 26 years, serving as classroom teacher, athletic coach, assistant principal, and head principal. During his tenure as high school principal, Tim was successfully able to transform one of Kentucky's persistently low-achieving schools into a school of distinction. This effort led to his current role with the Kentucky Department of Education as an Educational Recovery (ER) Director overseeing school turnaround work in various parts of the state.
Kanna Edison	Kanna Edison has served for 15 years in public education as a teacher and instructional coach. She has served six years as an Educational Recovery (ER) Specialist for the Kentucky Department of Education (KDE). She taught high school math for seven years in Louisville, KY. Following her classroom experience, she served as a district math goal clarity coach for three years where she supported Jefferson County middle and high schools with curriculum design, curriculum implementation, and instructional coaching. In her current position, she is assigned to support schools by assisting in strategic thinking/planning, aligning instructional systems, and providing coaching for teachers and administration.
Amy Harris	Amy Harris has served for 17 years in public and private education as a teacher, principal, instructional supervisor, and currently as assistant superintendent in the Williamstown Independent School District. She started her educational career as a special education instructional assistant and was called to continue her education to become a teacher and administrator. Amy has educational experience in grade levels from preschool through college, having served as a teacher, principal, district leader, and adjunct professor. She is an active leader and member of the Northern Kentucky Cooperative for Educational Services (NKCES), representing deeper learning initiatives, innovative approaches to teaching and learning, teacher onboarding processes, grant writing, and early literacy.
Angela Hickey	Mrs. Angela Hickey represents the Kentucky Department of Education (KDE) as an Educational Recovery (ER) Specialist. Through her role, she mentors new ER staff and provides professional learning to her regional team on coaching and feedback. Additionally, she supports schools seeking to improve systems and uses strategic thinking and improvement science to build capacity for sustainable change to positively impact student achievement. Her professional career in education includes elementary and middle school experience, with 20 years in the fields of exceptional child education and counseling. She was named special education teacher of the year for Franklin County. Angela has presented at the district and state level on topics such as closing the gaps.
Wayne Stevens	Archie (Wayne) Stevens has served 25 years in education as a teacher, Effectiveness Coach for the Kentucky Department of Education (KDE), curriculum specialist, and instructional supervisor. He is currently serving Washington County Public Schools as the instructional supervisor. Wayne has spent the past 11 years coaching and supporting administrators and teachers.

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.	4
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.	3
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	2

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	3
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	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
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.	3
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	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
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.	4
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

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

Key Characteristic 3: Engagement of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	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: 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.	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.	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
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.	3
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

School Name: Warren Elementary

2021-22 Kentucky Summative Assessment (KSA) Performance Results

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

Plus

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

Delta

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

Elementary English Learner Progress

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

Plus

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

Delta

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



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	15	8	N/A	N/A	N/A	N/A
Female	14	*	N/A	N/A	N/A	N/A
Male	*	8	N/A	N/A	N/A	N/A
African American	12	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	24	12	N/A	N/A	N/A	N/A
Economically Disadvantaged	16	8	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	17	9	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	11	N/A	N/A	N/A	N/A
English Learner	*	9	N/A	N/A	N/A	N/A
Non-English Learner	15	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	12	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	15	8	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

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

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	12	12	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	14	16	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	13	12	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	12	13	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	21	21	*	N/A	N/A	N/A
Non-English Learner or Monitored	11	11	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	12	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- The percentage of all students who scored proficient/distinguished in fourth-grade reading was nine percentage points below non-ELs.
- The percentage of all students who scored proficient/distinguished in fourth-grade math was four percentage points below male students.

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

Group	Reading	Mat	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	27	*	N/A	22	25	18
Female	32	*	N/A	24	32	24
Male	23	*	N/A	20	*	*
African American	*	*	N/A	*	7	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	48	*	N/A	26	35	26
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	38	*
Economically Disadvantaged	28	*	N/A	22	26	18
Non-Economically Disadvantaged	*	*	N/A	*	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	33	*	N/A	27	30	22
English Learner Including Monitored	30	*	N/A	21	23	*
English Learner	12	*	N/A	*	*	*
Non-English Learner	41	*	N/A	36	38	28
Non-English Learner or Monitored	*	*	N/A	23	27	23
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	25	*	N/A	22	24	17
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

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

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	17	*	N/A	N/A	N/A	N/A
Female	32	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	9	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	29	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	18	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	20	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	5	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	29	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	31	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	13	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

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

Schedule

Monday, February 6, 2023

Time	Event	Where	Who
4:00 p.m. – 7:30 p.m.	Team Work Session #1 Superintendent Presentation at District Office	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 7, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m.- 4:00 p.m.	Interviews / Stakeholder Interviews / Artifact Review	District	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

Wednesday, February 8, 2023

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School Office	Diagnostic Review Team Members
8:30 a.m. – 10:45 a.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
10:45 a.m. – 4:45 p.m.	Travel to the District Office / Interviews / Stakeholder Interviews / Artifact Review	District Office	Diagnostic Review Team Members
4:45 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

Thursday, February 9, 2023

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

