



Cognia Diagnostic Review Report

**Results for:
Bellevue Independent Schools**

December 5 - 8, 2022

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Introduction

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

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

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

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

| Stakeholder Groups | Number |
|--|--------|
| District-Level Administrators | 11 |
| Building-Level Administrators | 1 |
| Certified Staff (Board Members/Teachers) | 2 |
| Noncertified Staff (Board Members) | 5 |
| Parents | 5 |
| Total | 24 |

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 district staff was welcoming and polite. The Diagnostic Review Team observed an environment that fostered collegial relationships, which also were evident in the interactions among the board members and the district team. The Diagnostic Review Team heard during interviews that the Board understood its role and members work together without contention. The Board demonstrated support for and trust in the superintendent.

Survey data indicated that 90 percent of educators agreed/absolutely agreed, "At my institution, we treat learners, families, and each other with respect (2)." Similarly, the superintendent has dedicated time to building effective relationships with the community, including the community forum and the "Brue of the Vue" as regular events.

The district has made a concerted effort to strengthen the relationships between college and university partners, with more students earning college credit. During interviews, stakeholders shared that the dual credit initiative is a pride point for the district. Stakeholder interviews also revealed that the superintendent was highly visible at the school and in the community. The superintendent has worked to foster relationships and trust with members of the Board and the community. The Diagnostic Review Team encourages the district to continue its focus and quest to establish effective community relationships.

However, the Diagnostic Review Team found a lack of urgency regarding clear expectations, analysis of data, and a researched-based instructional process. During interviews, the Diagnostic Review Team repeatedly heard that stakeholders were shocked by where the school ranked when the state assessment results were released. While the district has taken steps to build relationships, discuss practices and procedures, and rebrand the mission and vision, a process for a thorough review of assessment data has not been established or implemented.

Stakeholder interviews showed the district had taken steps to improve safety by hiring a School Resource Officer (SRO) and adding a new vestibule for a secured entry at Grandview Elementary School. In addition, the district was awarded a \$12 million grant for facility improvements at Grandview Elementary School through the Kentucky Department of Education.

The superintendent, a veteran educator with 28 years of experience, began on July 1, 2022. During the superintendent's short tenure, there has been an emphasis on listening and learning. The listening and learning focus included meetings with city officials, board work sessions, administrative meetings, and a cabinet retreat. Data about what was working well or needed to be changed were collected during these meetings.

The Diagnostic Review Team acknowledges that stakeholders are aware of the need to develop specific processes and procedures related to academic and non-academic priorities, including taking beginning steps to develop a strategic plan. During stakeholder interviews, the Bellevue Classroom was mentioned as the instructional model. To further support the focus of the Bellevue Classroom, a team of school and district leaders attended a national conference to refine the process and rebrand the model.

In contrast, stakeholder interviews revealed that while the Bellevue Classroom was used routinely at one time throughout the district, the process is now inconsistently implemented. The team suggests the district monitor to ensure the Bellevue Classroom is implemented and that professional learning is provided as necessary for effective implementation.

The Diagnostic Review Team suggests that the district continue working to reestablish the district's mission and vision but also prioritize the need for data-driven decisions to guide improved academic outcomes. While weekly



professional learning community (PLC) meetings were mentioned during stakeholder interviews, the team found a lack of evidence showing that PLC meetings are occurring with fidelity and a consistent focus on data.

Potential Leader Actions:

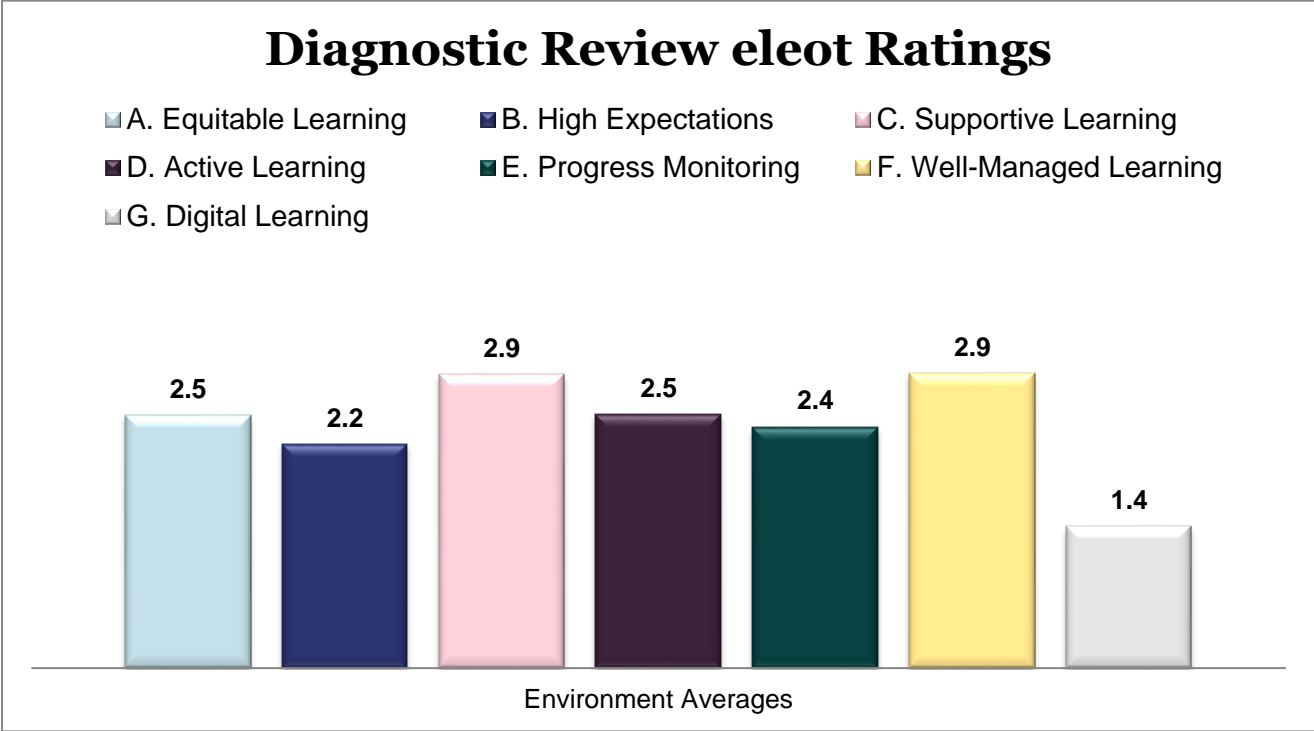
- Set clear, district-wide expectations for PLC meetings focused on data related to all learners.
- Ensure that professional development is targeted, focused, and pertinent to building teacher efficacy, using data to drive instructional decisions, and modeling effective implementation of the refined instructional process, The Bellevue Classroom.



Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 22 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



| A. Equitable Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| A1 | 2.1 | Learners engage in differentiated learning opportunities and/or activities that meet their needs. | 32% | 27% | 36% | 5% |
| A2 | 2.9 | Learners have equal access to classroom discussions, activities, resources, technology, and support. | 5% | 18% | 59% | 18% |
| A3 | 3.1 | Learners are treated in a fair, clear, and consistent manner. | 5% | 14% | 50% | 32% |
| A4 | 1.9 | 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. | 36% | 41% | 18% | 5% |
| Overall rating on a 4-point scale: | | | 2.5 | | | |

| B. High Expectations Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| B1 | 2.2 | Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. | 27% | 32% | 32% | 9% |
| B2 | 2.4 | Learners engage in activities and learning that are challenging but attainable. | 9% | 50% | 36% | 5% |
| B3 | 1.8 | Learners demonstrate and/or are able to describe high quality work. | 45% | 36% | 14% | 5% |
| B4 | 2.2 | Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing). | 14% | 55% | 27% | 5% |
| B5 | 2.5 | Learners take responsibility for and are self-directed in their learning. | 9% | 41% | 36% | 14% |
| Overall rating on a 4-point scale: | | | 2.2 | | | |



| 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. | 5% | 23% | 55% | 18% |
| C2 | 2.8 | Learners take risks in learning (without fear of negative feedback). | 14% | 14% | 55% | 18% |
| C3 | 3.0 | Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. | 5% | 23% | 45% | 27% |
| C4 | 3.1 | Learners demonstrate a congenial and supportive relationship with their teacher. | 5% | 9% | 59% | 27% |
| Overall rating on a 4-point scale: | | | 2.9 | | | |

| D. Active Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| D1 | 2.6 | Learners' discussions/dialogues/exchanges with each other and teacher predominate. | 9% | 23% | 64% | 5% |
| D2 | 2.3 | Learners make connections from content to real-life experiences. | 14% | 55% | 23% | 9% |
| D3 | 2.7 | Learners are actively engaged in the learning activities. | 5% | 41% | 36% | 18% |
| D4 | 2.5 | Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments. | 18% | 27% | 41% | 14% |
| Overall rating on a 4-point scale: | | | 2.5 | | | |



| E. Progress Monitoring and Feedback Learning Environment | | | | | | |
|--|---------|---|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| E1 | 2.4 | Learners monitor their own progress or have mechanisms whereby their learning progress is monitored. | 14% | 45% | 32% | 9% |
| E2 | 2.7 | Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work. | 9% | 23% | 59% | 9% |
| E3 | 2.6 | Learners demonstrate and/or verbalize understanding of the lesson/content. | 9% | 32% | 50% | 9% |
| E4 | 2.0 | Learners understand and/or are able to explain how their work is assessed. | 27% | 55% | 14% | 5% |
| Overall rating on a 4-point scale: | | | 2.4 | | | |

| F. Well-Managed Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| F1 | 2.9 | Learners speak and interact respectfully with teacher(s) and each other. | 5% | 18% | 59% | 18% |
| F2 | 3.0 | Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others. | 5% | 32% | 27% | 36% |
| F3 | 3.0 | Learners transition smoothly and efficiently from one activity to another. | 9% | 18% | 41% | 32% |
| F4 | 2.9 | Learners use class time purposefully with minimal wasted time or disruptions. | 5% | 23% | 50% | 23% |
| Overall rating on a 4-point scale: | | | 2.9 | | | |

| G. Digital Learning Environment | | | | | | |
|------------------------------------|---------|---|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| G1 | 1.9 | Learners use digital tools/technology to gather, evaluate, and/or use information for learning. | 50% | 14% | 36% | 0% |
| G2 | 1.2 | Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. | 82% | 14% | 5% | 0% |
| G3 | 1.1 | Learners use digital tools/technology to communicate and work collaboratively for learning. | 91% | 5% | 5% | 0% |
| Overall rating on a 4-point scale: | | 1.4 | | | | |

eleot Narrative

The school-level Diagnostic Review Team conducted 22 classroom observations using the eleot tool in core content classes and several informal observations in other classrooms and common areas. The district-level Diagnostic Review Team conducted several informal observations and reviewed the eleot observation data collected by the school-level Diagnostic Review Team.

The Diagnostic Review Team noted several strengths at the school from the observational data. The data showed the school administrator and staff members had cultivated a caring and supportive school environment for students. For instance, it was evident/very evident in 86 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” Teachers treated students with respect, as shown by it being evident/very evident in 82 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).” The degree of support for students was also exemplified as evident/very evident in 77 percent of classrooms that students had “equal access to classroom discussions, activities, resources, technology, and support (A2).” It was also evident/very evident in 77 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).”

The Diagnostic Review Team noted that of the seven classroom environments, The High Expectations Learning Environment was rated as one of the lowest. Observational data showed inconsistency in the level of student engagement across classrooms. In 54 percent of classrooms, for example, it was evident/very evident that “Learners are actively engaged in the learning activities (D3).” Also it was evident/very evident in 32 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).”

High academic expectations emerged as a concern for the team as it was evident/very evident in 19 percent of classrooms that “Learners demonstrate and/or able to describe high quality work (B3).” The Diagnostic Review Team often observed that learners engaged in lower-level questioning when responding to teacher-directed questions. Learners had little ownership of their own learning. For example, in 41 percent of classrooms, it was evident/very evident that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).”



Similarly, differentiated instruction was observed in less than half of the classrooms. For example, it was evident/very evident in 41 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” and “activities and learning that are challenging but attainable (B2).”

The Diagnostic Review Team encourages learner accountability that fosters student engagement and increases high expectations in all classroom environments.

Potential Leader Actions:

- Ensure that lesson plans are standards driven and include rigorous question stems and Depth of Knowledge Levels 2 and 3 questions that engage all learners in the learning process.
- Monitor classroom instruction by conducting consistent walkthrough observations and providing immediate feedback to educators to increase accountability for improved learner engagement and academic outcomes.



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

Develop, implement, monitor, and evaluate district-wide instructional expectations reflective of grade-level standards, authentic student engagement, and quality formative assessments in all classrooms. Professional learning opportunities for all teaching staff should be aligned with these instructional expectations to ensure the successful deployment of quality instructional experiences for every student.

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

Findings:

The district has one elementary school. A review of the elementary school's data, as detailed in the addendum of this report, showed many students are not meeting the expectations embedded in the Kentucky Academic Standards (KAS). Students performed below the state average in reading on the Kentucky Summative Assessment (KSA) in 2021-22. Also, 15 percent of students in grade three performed at the proficient/distinguished level in reading compared to the state average of 45 percent. Similarly, 12 percent of the students in grade four and 19 percent in grade five performed at the proficient/distinguished level on the KSA in reading. Students in grade 3 math also performed below the state average of 38 percent proficient/distinguished compared to the school's average of 18 percent.

Classroom observation data revealed that on a four-point scale, the High Expectations Learning Environment was rated 2.2. Also, the educator survey data showed that 46 percent agreed/absolutely agreed, "At my institution, we uphold high expectations for learning (12)." The data further revealed that it was evident/very evident in 19 percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." In contrast, it was evident/very evident in 41 percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)."

A review of the documents showed a lack of evidence that students were held to high academic expectations. In the K Math Pacing Guide, the team found an example that included a color-coded key of lesson components such as guiding questions, learning targets, success criteria, and thinking strategies; however, the use of these strategies was not consistently observed in classrooms. In addition, pacing guides did not exist for all grade levels in English language arts (ELA) and math.

Although stakeholders referenced the staff's ability to meet students' individual needs due to the student-teacher ratio, a review of the artifacts revealed a lack of individualized learning plans for intervention or enrichment. For example, there was a Measures of Academic Progress (MAP) Student Growth Summary Report for math and reading, but the team found no analysis of individual student performance data for either mastery or growth over time at the district or school level. More specifically, while data notebooks existed, the analysis of data for individual students was not found.

Interview data revealed that stakeholders value the small learning environment; the relationship leaders have with the students, staff, and community; and the visibility of leaders in the community. More importantly, interview data asserted that while the district's elementary school was listed in the bottom five percent of schools, the committed support for the district and the elementary school has not changed. However, survey data indicated that 57 percent of educators agreed/absolutely agreed, "At my institution, we provide an instructional environment where all learners thrive (9)." Further, student survey data noted that 62 percent agreed/absolutely agreed that "In the



past 30 days, I had lessons that were changed to meet my needs (13).” However, stakeholder interview data purportedly revealed that limited time is set aside for collaboration to improve learner outcomes and plan for student success.

Potential Leader Actions:

- Clearly define The Bellevue Classroom Model so that all stakeholders know the expectations for the instructional process, including aligning instruction with the KAS, using frequent formative assessments, and responding to the findings from student data analysis.
- Ensure that pacing guides exist for all content areas, particularly in ELA and math.
- Develop a focused Professional Learning Plan for staff that reflects the implementation of The Bellevue Classroom 2.0.
- Evaluate the possibility of using the Early Release Day (ERD) for alignment with the district strategic plan.



Improvement Priority 2

Develop a comprehensive system for the regular and frequent collection, analysis, and use of student learning data. The system should include multiple district- and school-level stakeholders collaborating to guide instructional decision-making, determine specific classroom support, and develop teacher capacity.

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

Findings:

The elementary school performed below the state average in all content areas at every grade level on the KSA in 2021-22. For example, 13 percent of students in grade five scored proficient/distinguished in social studies compared to the state average of 37 percent. Concerning subgroup data, 12 percent of grade three female students scored proficient/distinguished in reading. In addition, 29 percent of grade three male students scored proficient/distinguished in math. Collectively, these data indicate a need to increase instructional rigor and use data to meet the individual needs of students.

Classroom observations revealed that lessons/activities lacked the same rigor found in the standards being taught and that the teacher dominated most lessons. While The Bellevue Classroom Model was echoed as the instructional process that fostered the workshop model and thinking strategies, the team found inconsistent instructional practices from classroom to classroom.

The Diagnostic Review Team reviewed the artifacts and found no evidence that substantiates that data from various sources are analyzed to make intentional decisions that improve instructional capacity or student learning. For example, the "BISD Goals from Summer 2022 Retreat" document was included in the artifacts. This document lists the district's current reality and goals, including attendance, behavior, and graduation rates. But this document provides little information about the interpretation of data that nurtures continuous improvement for learners and staff members.

Stakeholder interview data revealed that although student performance benchmark and accountability data are reviewed, there are no systematic processes for data collection and analysis to inform decision-making about learner needs and instructional support for teachers. For example, the district has early release days on Wednesdays designated for teachers' professional development. Stakeholder interview data revealed that these professional development days are inconsistently used and should be reevaluated for effectiveness.

A repeated common theme revealed from stakeholder interviews was a sense of family and community. Classroom observations revealed that it was evident/very evident in 73 percent of classrooms that "Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)" and "Learners take risks in learning (without fear of negative feedback) (C2)." However, this cohesiveness was not leveraged to support learner outcomes and staff members' growth and well-being.

Survey data revealed that 29 percent of educators selected "check class learning goals" and "use checklist (28)" as a method of monitoring learners' progress, and 21 percent of educators selected "cumulative tests (28)." In contrast, 57 percent of educators selected "formative tests (28)" as a method of monitoring learners' progress.

The Diagnostic Review Team was unable to identify consistently used strategies to analyze data and use findings to inform decision-making about the next steps for school improvement. The team identified the sense of community as a foundational piece on which to build an academic culture that uses data to inform instructional decisions.



Potential Leader Actions:

- Adopt a district-wide data analysis protocol to monitor student performance outcomes for all learners. Provide professional development regarding the use of data as a tool to inform continuous improvement and guide instructional planning.
- Develop a regular meeting schedule with school-level leadership to review school-based data conversations with school staff.
- Use the Professional Standards for Educational Leadership (PSEL) to evaluate principal-level leadership.
- Identify “district critical” data points to be collected, analyzed, and used for decision-making. Additionally, schedule ongoing and frequent meetings for district and school staffs to identify needed adjustments and supports to improve instructional and organizational capacity.
- Guide the development of a process for monitoring the formative assessment/progress monitoring of student performance.

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 lead the turnaround of the Comprehensive Support and Improvement (CSI) school, Grandview Elementary School.

The district has recently hired a new superintendent on July 1, 2022, and it was evident that she has made intensive efforts to connect teachers, leaders, parents, and community members around the development of a newly revised district mission and vision. She has hosted numerous events inviting and involving community members to provide feedback on how the district could move forward with improvements in how Bellevue educates its student population. This work is being used as a mechanism to create a strategic improvement plan for district continuous improvement.

Based on a review of artifacts and stakeholder interviews, it was evident that the district lacks a comprehensive system for using data to make instructional decisions and adjustments to help students achieve grade-level standards. Multiple stakeholders indicated the district had no idea that Grandview Elementary would be identified as a Comprehensive Support and Improvement (CSI) school, and it was stated multiple times by different stakeholders that the district has not demonstrated urgency in its use of data systems for teaching and learning



decisions. The district should consider participating in additional training for all school personnel about using data for instructional decision-making and supporting the development of a system to ensure the implementation of these practices.

Additionally, it was evident the district allowed the previously established instructional expectations known as the Bellevue Classroom not to be fully implemented with fidelity by teaching staff. Numerous stakeholders stated that teacher and school leadership turnover led to this lack of fidelity in classroom instructional expectations and impeded the initiation of competing priorities. District-level leadership should collaborate with school leadership and teachers to re-establish these expectations and develop a process for ensuring implementation along with mechanisms to determine the overall effectiveness of student learning.

Finally, there is evidence the district has not provided teaching staff with a guaranteed and viable curriculum in all subject areas and at all grade levels at the elementary school. The team found a lack of curriculum documents, pacing guides, and standards-based materials to ensure students master the grade-level standards. The district, under new superintendent's leadership, has recently taken some initial steps to build curriculum support in ELA and math at the elementary level. The district should ensure the development and implementation of a standards-based curriculum for every content area supported by strong instructional design. Once developed, the curriculum should be evaluated regularly through a comprehensive system of using data to determine effectiveness.

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 |
|---|---|
| Rachel Anderson, Ed.D Lead Evaluator | Rechel M. Anderson’s professional career spans nearly two decades in both North Carolina and South Carolina and began as a public school teacher and evolved to an assistant principal (elementary and secondary), a principal, a director of curriculum and instruction, and a superintendent. Dr. Anderson currently serves as a superintendent and a Lead Evaluator with Cognia. |
| Tim Godbey, Ed.D Co-Lead Evaluator | Tim Godbey has been a Kentucky educator for 26 years, serving as a classroom teacher, athletic coach, assistant principal, and head principal. During his tenure as a high school principal, Tim successfully transformed 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 Director, overseeing school turnaround work in various parts of the state. |
| Robyn Baxter | Robyn Baxter has 30 years of experience as a teacher, administrator, and continuous improvement support staff in Kentucky Comprehensive Support and Improvement schools. Her experiences include high school English and drama and elementary, middle, and high school library media. She is a certified National Board Professional Teaching Standards teacher and has been an assistant principal at the high school level. Since 2010, she has served as an Educational Recovery Leader for the Kentucky Department of Education, supporting Jefferson County schools in continuous improvement in leadership, literacy, and math. |
| Tammie Franks | Tammie Franks has over 25 years of experience as a teacher and administrator and has served her entire career in Fayette County Public Schools in Lexington, Kentucky. She is currently the Instructional Coordinator in the Office of Innovation and Grants Programming Supports. In this role, she coordinates instructional programming, conducts data analysis and research for grant proposals and purchases, and develops system protocols for her department. Mrs. Franks has served her district as a school leadership support specialist and an elementary school principal for 16 years. |

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|---|--|--|---|-------------|
| 3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being. | Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners. | Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles. | Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. | Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. | 2 |
| 5. Professional staff members embrace effective collegiality and collaboration in support of learners. | The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | 2 |
| 6. Professional staff members receive the support they need to strengthen their professional practice. | Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers. | Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers. | Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers. | Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. | 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. | 2 |
| 8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement. | The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement. | The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement. | The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement. | The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement. | 2 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|---|---|---|---|-------------|
| 9. Leaders cultivate effective individual and collective leadership among stakeholders. | Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities. | Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities. | Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities. | Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities. | 2 |
| 10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning. | Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance. | Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance. | Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. | Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. | 2 |

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

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

Key Characteristic 3: Engagement of Learning

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

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|--|---|---|--|--|-------------|
| 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 |

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|---|---|---|---|--|-------------|
| 21. Instruction is characterized by high expectations and learner-centered practices. | Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential. | Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential. | Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential. | Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential. | 1 |
| 22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. | Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content. | Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content. | Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content. | Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity. | 1 |

Key Characteristic 4: Growth in Learning

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

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|--|---|---|---|--|-------------|
| 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. | 1 |
| 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 |

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|---|---|--|---|---|-------------|
| 26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning. | Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | 2 |
| 27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions. | The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices. | The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success. | The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. | The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. | 2 |
| 28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers. | Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals. | Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | 2 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|--|---|---|--|-------------|
| 29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning. | Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist. | Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented. | Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented. | Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity. | 2 |
| 30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning. | Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction. | 1 |

Student Performance Data

School Name: Grandview Elementary

Kentucky Summative Assessment 2021-22 Elementary School Performance Results

| Content Area | Grade | %P/D School (21-22) | %P/D State (21-22) |
|-----------------------|-------|---------------------|--------------------|
| Reading | 3 | 15 | 45 |
| | 4 | 12 | 46 |
| | 5 | 19 | 45 |
| Math | 3 | 18 | 38 |
| | 4 | * | 39 |
| | 5 | * | 38 |
| Science | 4 | * | 29 |
| Social Studies | 5 | 13 | 37 |
| Editing and Mechanics | 5 | * | 47 |
| On Demand Writing | 5 | * | 33 |

Plus

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

Delta

- Scores for all tested subjects and grade levels were 20 percent or more below the state average.
- Third-grade reading scores were 30 percent below the state average and fourth-grade reading scores were 44 percent below the state average.
- Third-grade math scores were 20 percent below the state average.

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

| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|--|---------|------|---------|----------------|-----------------------|-------------------|
| All Students | 15 | 18 | N/A | N/A | N/A | N/A |
| Female | 12 | * | N/A | N/A | N/A | N/A |
| Male | * | 29 | N/A | N/A | N/A | N/A |
| African American | * | * | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | * | * | N/A | N/A | N/A | N/A |
| Asian | * | * | N/A | N/A | N/A | N/A |
| Hispanic or Latino | * | * | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | * | * | N/A | N/A | N/A | N/A |
| Two or More Races | * | * | N/A | N/A | N/A | N/A |
| White (non-Hispanic) | 14 | 17 | N/A | N/A | N/A | N/A |
| Economically Disadvantaged | * | 12 | 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 | 11 | 19 | N/A | N/A | N/A | N/A |
| English Learner Including Monitored | * | * | N/A | N/A | N/A | N/A |
| English Learner | * | * | N/A | N/A | N/A | N/A |



| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|----------------------------------|---------|------|---------|----------------|-----------------------|-------------------|
| Non-English Learner | 15 | 18 | N/A | N/A | N/A | N/A |
| Non-English Learner or Monitored | 15 | 18 | 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 | 18 | N/A | N/A | N/A | N/A |
| Homeless | * | * | N/A | N/A | N/A | N/A |
| Migrant | * | * | N/A | N/A | N/A | N/A |
| Military Dependent | * | * | N/A | N/A | N/A | N/A |

Plus

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

Delta

- Third-grade math scores for economically disadvantaged students were six percentage points lower than the scores of all students.

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

| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|--|---------|------|---------|----------------|-----------------------|-------------------|
| All Students | 12 | * | * | N/A | N/A | N/A |
| Female | * | * | * | N/A | N/A | N/A |
| Male | 10 | * | * | 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) | 13 | * | * | N/A | N/A | N/A |
| Economically Disadvantaged | 8 | * | * | 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 | 15 | * | * | 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 | 13 | * | * | N/A | N/A | N/A |
| Non-English Learner or Monitored | 13 | * | * | 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 as a plus.

Delta

- Fourth-grade reading scores for economically disadvantaged students were four percentage points lower than the scores of all students.

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

| Group | Reading | Math | Science | Social Studies | Editing and Mechanics | On Demand Writing |
|--|---------|------|---------|----------------|-----------------------|-------------------|
| All Students | * | * | N/A | 13 | * | * |
| Female | * | * | N/A | 21 | * | * |
| Male | * | * | N/A | * | * | * |
| African American | * | * | N/A | * | * | * |
| American Indian or Alaska Native | * | * | N/A | * | * | * |
| Asian | * | * | N/A | * | * | * |
| Hispanic or Latino | * | * | N/A | * | * | * |
| Native Hawaiian or Pacific Islander | * | * | N/A | * | * | * |
| Two or More Races | * | * | N/A | * | * | * |
| White (non-Hispanic) | * | * | N/A | * | * | * |
| Economically Disadvantaged | * | * | N/A | 12 | * | * |
| 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 | * | * | N/A | 10 | * | * |
| English Learner Including Monitored | * | * | N/A | * | * | * |
| English Learner | * | * | N/A | * | * | * |
| Non-English Learner | * | * | N/A | 13 | * | * |
| Non-English Learner or Monitored | * | * | N/A | 13 | * | * |
| Foster Care | * | * | N/A | * | * | * |
| Gifted and Talented | * | * | N/A | * | * | * |
| Non-Gifted and Talented | * | * | N/A | 13 | * | * |
| Homeless | * | * | N/A | * | * | * |
| Migrant | * | * | N/A | * | * | * |
| Military Dependent | * | * | N/A | * | * | * |

Plus

- Fifth-grade female students scored eight percent higher in social studies than all students tested at that grade level.

Delta

- Fifth-grade social studies scores for economically disadvantaged and students without an individualized education plan (IEP) scored lower than all students in social studies.

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

| MAP English Language Arts/Reading | | | | | | |
|-----------------------------------|-------------------------------|------------------------|--|-------------------------------|------------------------|--------------|
| Grade | Fall | | | Spring | | Growth Index |
| | Total Number of Growth Events | Achievement Percentile | | Total Number of Growth Events | Achievement Percentile | |
| K | 42 | 77 | | 42 | 78 | 0.19 |
| 1 | 36 | 70 | | 36 | 50 | -1.24 |
| 2 | 29 | 5 | | 29 | 12 | 1.07 |
| 3 | 31 | 16 | | 31 | 22 | 0.51 |
| 4 | 32 | 4 | | 32 | 6 | 0.17 |
| 5 | 29 | 17 | | 29 | 9 | -1.45 |

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

| MAP Math | | | | | | |
|----------|-------------------------------|------------------------|--|-------------------------------|------------------------|--------------|
| Grade | Fall | | | Spring | | Growth Index |
| | Total Number of Growth Events | Achievement Percentile | | Total Number of Growth Events | Achievement Percentile | |
| K | 42 | 85 | | 42 | 82 | -0.09 |
| 1 | 36 | 60 | | 36 | 54 | -0.32 |
| 2 | 28 | 9 | | 28 | 13 | 0.38 |
| 3 | 31 | 16 | | 31 | 13 | -0.54 |
| 4 | 32 | 4 | | 32 | 3 | -0.51 |
| 5 | 29 | 2 | | 29 | 1 | -1.03 |

Schedule

Monday, December 5, 2022

| Time | Event | Where | Who |
|-----------------------|---------------------------------|-----------------------|--|
| 2:00 p.m. – 3:15 p.m. | Team Work Session #1 | Hotel Conference Room | Diagnostic Review Team |
| 3:15 p.m. | Team travels to District Office | | Diagnostic Review Team |
| 4:00 p.m. – 4:45 p.m. | Superintendent’s Presentation | District Office | Superintendent Diagnostic Review Team |

Tuesday, December 6, 2022

| Time | Event | Where | Who |
|-----------------------|---|-----------------------|--------------------------------|
| 7:45 a.m. | Team arrives at institution | District Office | Diagnostic Review Team |
| 8:00 a.m.- 4:45 p.m. | District Office Interviews / Board Member Interviews/ Artifact Review | District Office | Diagnostic Review Team |
| 4:45 p.m. – | Team returns to hotel | | |
| 5:30 p.m. – 7:30 p.m. | Team Work Session #2 | Hotel Conference Room | Diagnostic Review Team Members |

Wednesday, December 7, 2022

| Time | Event | Where | Who |
|-----------------------|--|-----------------------|------------------------|
| 8:00 a.m. | Team arrives at institution(s) | School | Diagnostic Review Team |
| 8:00 a.m. – 2:30 p.m. | Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review | School | Diagnostic Review Team |
| 2:30 p.m. – 4:00 p.m. | Team returns to District Office/Artifact Review/Team Debrief | District Office | Diagnostic Review Team |
| 4:00 p.m. – 4:45 p.m. | Board Member Interview | Hotel Conference Room | Diagnostic Review Team |
| 4:45 p.m. | Team returns to hotel | | |
| 5:30 p.m. – 7:30 p.m. | Team Work Session #2 | Hotel Conference Room | Diagnostic Review Team |



Thursday, December 8, 2022

| Time | Event | Where | Who |
|--------------------------|---------------------------------|-----------------|---------------------------|
| 8:00 a.m. – 9:00 a.m. | Team arrives at District Office | District Office | Diagnostic Review Team |
| 9:00 a.m. | Final Team Work Session | District Office | Diagnostic Review Team |

