Cognia Diagnostic Review Report

Results for:

Fayette County Public Schools

January 9-12, 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	17
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Noncertified Staff (Board Members)	4
Students	6
Parents	9
Total	42

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:

Fayette County Public Schools (FCPS) is the second largest public school district in the state. From the onset of connecting with the district's leaders, the Diagnostic Review Team felt a welcoming attitude and a commitment from the district to make the visit a priority.

The district's current leader has been the superintendent for 18 months. The superintendent transitioned into this new role during a challenging time (i.e., global pandemic, political discord, racial and social justice reckoning, mask debates, staff shortages, and supply chain delays) for the district. Careful measures were exemplified during the transition of the current leader into the superintendent position due to the sudden loss of the district's previous superintendent. The loss of the district's previous leader was a challenge since it occurred when the staff and students were home due to the coronavirus (COVID-19) pandemic. As a result of the previous issues, and to the credit of the current district leader, a spirit of humility, intentionality, and a laser-like focus on prioritizing in-person learning have emerged as priorities. Although faced with numerous challenges, the district's one message was developed into the district's mantra, "A New Way Forward", referring to commitments that included a reaffirmation of the district's mission and a revision of the vision. The district's equity statement exudes the commitment to foster a system that deliberately operates to create a barrier-free learning environment.

During the Diagnostic Review, district leaders exhibited an observable passion that permeated within the culture of the district leadership to ensure students remain the central focus. The Diagnostic Review Team noted an articulated desire among leaders for a common language and curriculum for all students. Stakeholder interviews showed a desire for a student-centered focus in all schools, and all stakeholders demonstrated a commitment that students' zip codes will not define their success.

The district leadership team consists of many diverse members with various areas of expertise (e.g., literacy, math, leadership coaching) whose overall focus lends itself to developing and implementing the district's strategic plan. The district strategic plan has five strategic priorities: student achievement; diversity, equity, inclusion, and belonging; highly effective, culturally responsive workforce; outreach and engagement; and organizational health and effectiveness. The plan was developed over a period of 15 months through forums, interviews, surveys, community meetings, and focus groups. During the development of the strategic plan, stakeholders were encouraged to share feedback regarding their overall vision for the district and students' futures. Over 18,000 participants shared their voices to guide this important work.

While the strategic plan provides the guiding principles for continuous improvement, the Fayette County Public School's Portrait of a Graduate is the foundation of the plan. The Portrait of a Graduate was not only a promise made to the stakeholders in 2017, but it also is a critical reminder of the district's promise to serve the whole child and ensure that students are offered a quality education that will lead to graduation. This promise is accomplished by intentionally committing resources to ensure that students are academically prepared, college and career ready, civically engaged, culturally competent, and equipped for the future. Stakeholder interviews and a review of evidence identified an abundance of resources (e.g., instructional programs to support curriculum and instruction, such as Amplify Science and literacy coaches) available in the district.

The district prides itself on radiating excellence. It remains focused on diversity and equity in all areas. For example, the district leader reorganized the existing equity team to include a focus on males (black and brown male minorities), females in general, and LGBTQ+ people. Further, the district maintains talented employees who are committed and nationally recognized for their work and contributions. The district has realigned the hiring processes to implement a strategy for recruiting and retaining minority, bilingual, and underrepresented staff to

reflect the diverse student population. As the district continues its quest to educate the whole child, its focus is on "One Message" and "One Curriculum." This means that the district's revised vision ensures that there is one message that leads the district's commitment to students acquiring a world-class education. The district's development of its strategic plan shows its commitment to ensuring that students receive quality instruction through a culturally relevant, inclusive, and guaranteed-and-viable curriculum in all classrooms. Additionally, the district provides choice and opportunity for students and their families by offering an array of innovative programming (e.g., school academy model, intentional social-emotional learning [SEL] in schools, a variety of career and technical education offerings) that allows students to pursue their passions and interests.

More specifically, the district joins the community with a targeted focus on investing time, talent, and resources. In 2018, the district worked collaboratively with the Chamber of Commerce to assess a five-cent tax to support the focus on mental health and safety. This collaborative work cultivated the district's comprehensive 10-point safety investment plan. This plan will produce over $70 million over five years. The dedicated funding from this plan has enhanced the district with additions such as the hiring of 75 mental health professionals and the inclusion of evening mental health services that are available until 11:00 p.m. during the week. In addition, full-time nurses are positioned in every middle and high school and half of the elementary schools along with an expanded police department that has increased from 36 to 70 officers. The safety investment plan has provided the construction of secured vestibules at every campus and exterior door monitoring.

The Diagnostic Review Team identified that the district's continuous improvement is focused on the next steps for students' academic, behavioral, and social-emotional growth. During the superintendent's presentation, areas that were identified for continuous improvement included clear benchmarks for students (e.g., common assessments), detailed action plans, and accountability for results.

In interviews, stakeholders described how the district has invested substantial resources in its Comprehensive Support and Improvement (CSI) schools, including human resources (e.g., literacy specialists, school chiefs, consultants) and monetary resources (e.g., staff incentives, funds to purchase specific online platforms).

While administrators shared data to support district decisions, the Diagnostic Review Team did not see an analysis of school assessment data inclusive of subgroup performance. A revised data analysis presentation could be presented following the district's completion of formative assessments (i.e., fall, winter, and spring) to ensure that stakeholder groups receive immediate and informed communication of student performance.

Data, including professional learning communities (PLCs), guidance documents, the district curriculum navigator, and professional learning plans and offerings indicated that the district, under the guidance of the superintendent, is working toward a systems approach to teaching and learning. Evidence also indicated that the district had created systems for the collection and use of reliable and relevant data. During weekly PLC meetings, teams work to ensure that established protocols are adhered to and that progress monitoring ensures intended outcomes.

During a review of district artifacts, the Diagnostic Review Team noted that the district has conducted an analysis of various types of data (e.g., state assessment data, Measures of Academic Progress [MAP] data, various non-academic data, and perception data) to inform the creation and implementation of the five strategic priorities and the Comprehensive District Improvement Plan (CDIP). The Diagnostic Review Team also noted some content-specific data analysis during PLC meetings at the CSI schools. However, the systematic use of data to inform overall instructional and system effectiveness remains unclear and informal.

Lastly, while the district has developed an assessment system that provides reports of student data, the team did not find that the district has developed an assessment system that provides data to guide an all-systems approach to ensure that the intended outcomes regarding student achievement are attained. The team recommends this approach include the guidance required to inform the district's CSI schools of the necessary next steps of turnaround work.
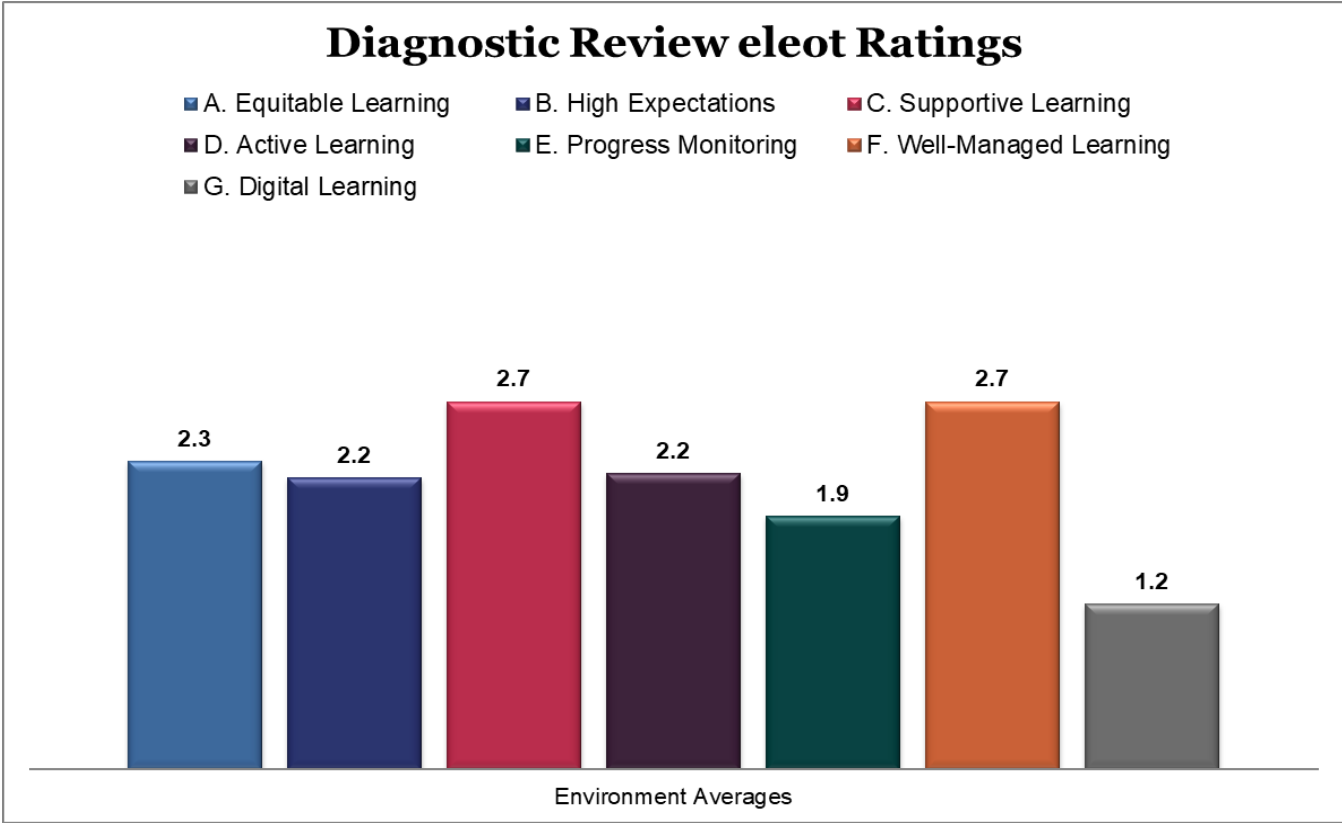
Potential Leader actions:

- Monitor and evaluate the consistent implementation of PLCs.

- Ensure the data collected and analyzed in PLC meetings have an impact on planning and instruction.

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 at Harrison Elementary and 25 observations at William Wells Brown Elementary 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.

Harrison Elementary

Diagnostic Review eleot Ratings

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

A. Equitable Learning: 2.3
B. High Expectations: 2.2
C. Supportive Learning: 2.7
D. Active Learning: 2.2
E. Progress Monitoring: 1.9
F. Well-Managed Learning: 2.7
G. Digital Learning: 1.2

Environment Averages

A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	55%	27%	18%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	27%	45%	23%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	9%	68%	23%
A4	1.5	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.	73%	14%	5%	9%
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.	14%	41%	41%	5%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	14%	36%	45%	5%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	50%	36%	9%	5%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	18%	55%	23%	5%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	18%	45%	32%	5%
Overall rating on a 4-point scale:		2.2				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	36%	50%	9%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	27%	9%	45%	18%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	23%	64%	9%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	23%	59%	18%
Overall rating on a 4-point scale:		**2.7**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	18%	41%	36%	5%
D2	1.7	Learners make connections from content to real-life experiences.	50%	32%	14%	5%
D3	2.6	Learners are actively engaged in the learning activities.	0%	41%	55%	5%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	32%	32%	27%	9%
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	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	59%	32%	9%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	36%	41%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	18%	45%	36%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	45%	45%	9%	0%
Overall rating on a 4-point scale:		1.9				

		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.	0%	18%	77%	5%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	23%	59%	14%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	5%	32%	50%	14%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	14%	32%	45%	9%
Overall rating on a 4-point scale:		2.7				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	73%	14%	14%	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	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	95%	5%	0%	0%
Overall rating on a 4-point scale:		**1.2**				

eleot Narrative

The Diagnostic Review Team members completed 22 observations in core content classrooms at Harrison Elementary with a focus on classroom instructional process and student learning expectations. The observational results revealed several strengths. The Well-Managed Learning and Supportive Learning environments received the highest overall ratings of 2.7 on a four-point scale. The team acknowledged positive overall student behavior as evidenced in 82 percent of classrooms, where it was evident/very evident that "Learners speak and interact respectfully with teacher(s) and each other (F1)." An additional area of celebration, that "learners are treated in a fair, clear, and consistent manner (A3)", was evident/very evident in 91 percent of classrooms. Survey data supported observational data. For example, survey data revealed that 82 percent of students agreed/absolutely agreed, "The adults treat us with respect (2)." Also, it was evident/very evident in 73 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)."

The team observed some emerging strengths of the school's culture and climate. It was evident/very evident in 77 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." Learners that are "supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)" were evident/very evident in 73 percent of classrooms. However, it was evident/very evident in 59 percent of classrooms that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)", and evident/very evident in 63 percent of classrooms that "Learners take risks in learning (without fear of negative feedback) (C2)." Additionally, 55 percent of educators agreed/absolutely agreed with the statement, "At my institution, we provide an instructional environment where all learners thrive (9)." These areas are foundational to providing educational environments that promote progress in student learning and growth in student performance.

Observations revealed areas that the school can address to improve instructional effectiveness and increase student achievement. Assignments and tasks were generally the same for all students. Learners who "engage in differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in 18 percent of classrooms. Additionally, 67 percent of educators agreed/absolutely agreed that "at my institution, we deliver instruction that considers learners' needs, interests, and potential (8)" and 71 percent of students agreed/absolutely agreed that in the past 30 days they had "lessons that were changed to meet my needs (13)." Opportunities for students to "collaborate with their peers to accomplish/complete projects, activities, tasks, and/or

assignments (D4)" were evident/very evident in 36 percent of classrooms. It was also evident/very evident in zero percent of classrooms that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)."
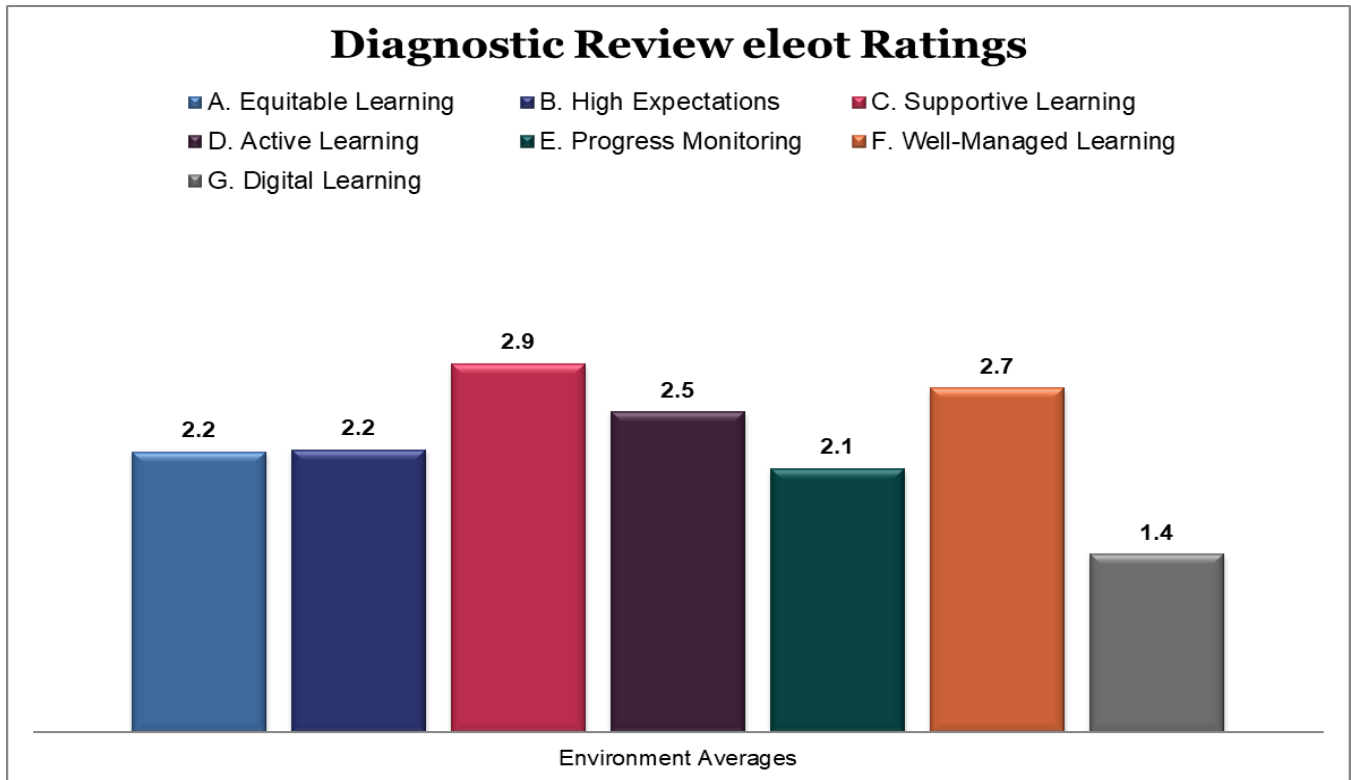
The team noted few learning opportunities that involved a high level of rigor or optimal integration of technology. It was evident/very evident in 28 percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." It was also evident/very evident in 14 percent of classrooms that "learners demonstrate and/or are able to describe high quality work (B3)", and in five percent of classrooms that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." Observational data supports survey data when students were asked to choose the phrases that "best describe what learning looks like most of the time (21)" 67 percent of students chose "listen to teachers talk" and 60 percent of students chose "complete worksheets."

Observations further revealed that students often do not understand their own progress toward learning goals. In nine percent of classrooms, it was evident/very evident that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and that "Learners understand and/or are able to explain how their work is assessed (E4)."

Potential Leader Actions:

- Implement and monitor a robust formative assessment system that includes teacher feedback for encouragement and improvement and establishes learners as equal stakeholders who make tactical learning adjustments according to teacher feedback.

- Provide targeted professional development for professional staff that strategically focuses on differentiated instructional strategies to increase rigor for improved learner success.

- Focus instructional planning and design to provide students with opportunities to collaborate with their peers on assignments that promote high engagement and are differentiated based on student needs.

- Design rigorous learning opportunities and establish high expectations for mastery of the content to help students attain growth and proficiency at the expected level.

Diagnostic Review eleot Ratings

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

A	B	C	D	E	F	G
2.2	2.2	2.9	2.5	2.1	2.7	1.4

Environment Averages

A. Equitable Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	72%	12%	12%	4%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	32%	40%	20%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	4%	8%	68%	20%
A4	1.6	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.	56%	32%	12%	0%
Overall rating on a 4-point scale:		2.2				

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.	8%	48%	40%	4%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	8%	48%	36%	8%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	36%	44%	20%	0%
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).	16%	52%	24%	8%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	20%	48%	28%	4%
Overall rating on a 4-point scale:		**2.2**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.7	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	8%	24%	60%	8%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	4%	44%	40%	12%
C3	3.1	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	16%	56%	28%
C4	3.2	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	12%	60%	28%
Overall rating on a 4-point scale:		**2.9**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	8%	24%	44%	24%
D2	2.2	Learners make connections from content to real-life experiences.	28%	44%	12%	16%
D3	2.7	Learners are actively engaged in the learning activities.	4%	36%	44%	16%
D4	2.3X	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	20%	32%	44%	4%
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	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	44%	40%	12%	4%
E2	2.6	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	4%	40%	48%	8%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	4%	48%	48%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	58%	40%	4%	0%
Overall rating on a 4-point scale:	**2.1**					

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.	0%	16%	72%	12%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4%	20%	56%	20%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	32%	28%	28%	12%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	4%	32%	52%	12%
Overall rating on a 4-point scale:		**2.7**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	56%	16%	28%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	88%	0%	12%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	84%	8%	8%	0%
Overall rating on a 4-point scale:		**1.4**				

eleot Narrative

The Diagnostic Review Team conducted 25 eleot walkthrough observations at William Wells Brown Elementary. Evidence from the observations led the team to give the overall highest ratings to the Supportive Learning Environment with a rating of 2.9 and to the Well-Managed Learning Environment with an overall rating of 2.7, both based on a four-point scale. In 84 percent of classrooms, it was evident/very evident that learners were "supported by the teacher, their peers and/or other resources to understand the content and accomplish tasks (C3)." This finding was supported by survey data revealing 90 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that will help me do well in the future (11)." Survey results revealed that 97 percent of parents agreed/absolutely agreed that the adults in the school "make us feel welcome (1)."

In interviews, stakeholders reported that the administration listened to and supported them. On the family survey, 97 percent of parents agreed/absolutely agreed that adults "make us feel welcome (1)" and "treat us with respect (2)." In addition, observational data revealed that it was evident/very evident in 88 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)."

Ninety percent of educators agreed/absolutely agreed that "At my institution, we keep our learners' well-being as a priority in everything we do (11)." Based on survey data, 89 percent of families agreed/absolutely agreed that adults "care about children's well-being (7)." In conjunction, informal observations showed positive interactions in hallways, classrooms, and common areas (e.g., library, cafeteria, gym) with respect exhibited between students and staff members. The team observed that transitions, small groups, and overall classroom management throughout the building was organized and strategic with teachers using the same guidelines and procedures. Artifact evidence revealed a strong Positive Behavioral Interventions and Supports (PBIS) process that is consistently and systematically used throughout the school. In 84 percent of classrooms, it was evident/very evident that "Learners speak and interact respectfully with teacher(s) and each other (F1)." All data and observations supported the school's overall rating of 2.7 in the Well-Managed Learning Environment.

Stakeholders reported concerns regarding discipline, and parents spoke about the implementation of behavior incentives. Teachers described large class sizes and the resulting challenges to classroom management. Data provided during the principal presentation showed that the number of students receiving Tier 2 and Tier 3 services related to social-emotional learning was down from 71 students in the 2021-22 school year to 31 students thus far in the 2022-23 school year.

Additional eleot observational data led the team to assign a lower score – 2.1 on a four-point scale – to the Progress Monitoring Learning Environment than to any other environment. Notably, it was evident/very evident in four percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." In 16 percent of classrooms, it was evident/very evident that "Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1)."

According to the educator survey, 85 percent of educators indicated that "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." This aligned with the family survey where 78 percent of parents agreed/absolutely agreed that "In the past 30 days, my child had instruction that was changed to meet their needs (15)." However, data from the survey highlighted that 39 percent of students chose the phrase "do the same work as everyone else," and 47 percent selected "complete worksheets" to best describe what learning looks like most of their time in classes. Observations revealed that in 16 percent of classrooms, it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Interviews with educators revealed that the school has systems to monitor instruction, but some programs and initiatives are not being monitored for effectiveness. Observations conducted by the Diagnostic Review Team during COLTS time showed some groups of students engaged in active discussions and on task while others were disengaged. The team observed that some groups lacked teacher involvement and a clear focus. Various staff members communicated during interviews that the intent of COLTS time was to give students time for academic support, extracurricular activities, and project-based activities. Some staff felt the time could be used more efficiently to achieve these intended goals.

Another area for growth for the school was the High Expectations Environment with an overall score of 2.2. A review of observational data revealed that it was evident/very evident in 20 percent of classrooms that "Learners demonstrate and/or are able to describe high-quality work (B3)." Stakeholders indicated the lack of a systematic process to ensure learning tasks are aligned with the rigor of the Kentucky Academic Standards (KAS). Interviews also indicated teachers receive little feedback on instructional plans, delivery of instruction, and depth of rigor in instructional tasks.

Survey data indicated that 97 percent of educators agreed/absolutely agreed that "At my institution, we uphold high expectations for learning (10)", and 81 percent of students agreed/absolutely agreed that "In the past 30

days, I had lessons that made me think in new ways (15)." However, classroom observations revealed many lessons lacked rigor. In 32 percent of classrooms, it was evident/very evident that "Learners engage in rigorous coursework, discussions and/or tasks that require the use of higher order thinking (e.g., analyzing, evaluating, synthesizing) (B4). Learners that "engage in activities and learning that are challenging but attainable (B2)" were evident/very evident in 44 percent of classrooms.

Potential Leader Actions:

- Design professional development course offerings that are tiered according to professional staff instructional planning needs in the areas of rigor, relevance, and alignment to standards.

- Develop a formalized, systematic process that supports professional staff in effectively monitoring instruction, ensuring alignment to appropriate grade level KAS and differentiation based on formative data.

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, and monitor common expectations and practices for Tier I instruction that are aligned to grade-level standards and incorporate best practices to increase student learning and academic achievement. Monitor the implementation of the district's Multi-Tiered System of Supports (MTSS) plan.

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

Findings:

A review of Harrison Elementary's student performance 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 and math on the Kentucky Summative Assessment (KSA) in 2021-22. For example, 23 percent of third-grade students scored proficient/distinguished in reading compared to the statewide average of 45 percent. Additionally, 10 percent of third-grade students scored proficient/distinguished in math compared to 38 percent statewide. While 14 percent of fourth graders at Harrison Elementary scored proficient/distinguished in math, this falls below the state average of 39 percent.

Classroom observational data at Harrison and William Wells Brown Elementary revealed that on a four-point scale, the High Expectations Learning Environment was rated 2.2. It was evident/very evident in 46 percent of classrooms at Harrison Elementary and evident/very evident in 44 percent of classrooms at William Well Brown Elementary that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." Learners who "demonstrate and/or are able to describe high quality work (B3)" were evident/very evident in 14 percent of Harrison Elementary's classrooms and in 20 percent of William Wells Brown Elementary's classrooms. Furthermore, it was evident/very evident in 28 percent of classrooms at Harrison Elementary and 32 percent of classrooms at William Wells Brown Elementary that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)."

Classroom observational data showed that students' needs are not consistently being met through differentiated instructional strategies or student learning tasks. For example, in 18 percent of classrooms at Harrison Elementary and 16 percent of classrooms at William Wells Brown Elementary, it was evident/very evident that "Learners engage in differentiated learning or opportunities and/or activities that meet their needs (A1)."

Further, specific to William Wells Brown Elementary, observational data revealed few students engaging in academic discourse or discussions. Instructional questions asked during observations were at the level of basic recall. Students were observed engaging in small groups (both in core classes and in What I Need [WIN] time), but the tasks were similar within each group with few adjustments based on students' skills or challenges.

A review of the evidence revealed that the district has delivered an MTSS academic and social rollout along with an MTSS specialist support menu. Additionally, the district has provided an MTSS guidance document using MAP scores for instructional planning. Multiple stakeholders indicated they use the guidance document in their professional work. Along with the MTSS documents, the district has introduced teacher clarity professional learning in deconstructing standards.

At Harrison Elementary, 71 percent of students agreed/absolutely agreed that "in the last 30 days, I had lessons that were changed to meet my needs (13)", and 78 percent of parents agreed/absolutely agreed that adults in the

school "have high expectations for learning (10)." In comparison, at William Wells Brown Elementary, 75 percent of students agreed/absolutely agreed that "in the last 30 days, I had lessons that were changed to meet my needs (13)", and 97 percent of parents agreed/absolutely agreed that adults in the school "have high expectations for learning (10)." The Diagnostic Review Team's observations did not consistently support these responses.

Interview data revealed a strong sense of community support for the district across all stakeholders. In addition, stakeholders detailed a sense of pride in the variety of resources available to schools to improve student learning and achievement. For example, interview data revealed the beginning of a system for connecting coaches' support to schools through weekly updates per elementary cadre. Also, during stakeholder interviews, it was evident that planning is occurring within the schools, but the Diagnostic Review Team found little evidence to substantiate that intentional planning includes the development of rigorous and cognitively challenging lessons. Furthermore, while teachers reported planning with the intent of alignment to the standards and with student success criteria in mind, the team did not observe this during this visit. More specifically, no stakeholders indicated they are using a process to ensure learning tasks are aligned to the rigor of the KSA.

Stakeholder interviews affirmed the use of the MTSS guidance document with data protocols. However, stakeholders communicated a desire to create a system for implementing and monitoring MTSS protocols.

Potential Leader Actions:

- Clearly define and communicate Tier I instructional expectations for all schools in the district. Ensure that instruction is aligned to the KAS and monitored for implementation effectiveness and student academic growth.

- Ensure all schools embrace a culture of high expectations for all stakeholders. Create student-friendly learning expectations that are clear and easily understood by all stakeholders.

- Develop a formalized system to monitor rigor (e.g., walkthroughs, monitoring lesson plans, and analysis of assessment questions), effectively communicate an in-depth review of the data, and provide professional development to professional staff about the depth of rigor and its alignment to the KSA.

Improvement Priority 2

Analyze and evaluate current programs and instructional practices (e.g., WIN, COLTS time, PLCs) to determine fidelity of implementation and effectiveness. Use current and recent trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 26: Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Findings:

During a review of the evidence, the schools' Diagnostic Review teams found initiatives to support student achievement such as COLTS time at Williams Wells Brown Elementary and PLCs at both CSI schools.

At William Wells Brown Elementary, 89 percent of surveyed parents agreed/absolutely agreed that adults in the school "use many types of information to help children learn (9)", and 90 percent of educators agreed/absolutely agreed that "In the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)." At Harrison Elementary, 86 percent of surveyed parents agreed/absolutely agreed that adults "use many types of information to help children learn (9)" and 91 percent of educators agreed/absolutely agreed that "In the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)."

However, observations and stakeholder interviews did not reveal a formalized monitoring system for initiatives. For example, one concern revealed during stakeholder interviews was that COLTS time at William Wells Brown Elementary reduces the time that should be reserved for core instruction in science and social studies. Although PLC meetings are occurring at both schools, staff are in the emergent stages of implementation. Further, during observations, the Diagnostic Review Team noted inconsistent practices across learning environments regarding student engagement.

The master schedule and observations verified that WIN time is occurring at William Wells Brown Elementary and that PLC meetings are occurring in both schools. In addition, stakeholder interviews indicated that the WIN structure at William Wells Brown Elementary is resulting in increased student achievement. However, the team did not find evidence to substantiate this information. The team did note that each school's master schedule revealed opportunities to reduce the number of student transitions, which could result in increased instructional minutes across learning environments.

The district has developed PLC guidance documents that include "tight" and "loose" expectations. However, during interviews, some stakeholders revealed concerns about unfocused PLC meetings. PLC meeting agendas and minutes showed a focus on lesson planning, but they reflected a lack of overall focus on learning outcomes. Although stakeholders voiced support for following guidelines and expectations to increase student achievement, they echoed a concern for a lack of systematic connectedness.

Potential Leader Actions:

- Monitor, evaluate, and adjust current programs and instructional practices as needed based on established success criteria and findings.

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.
- The district ensures the implementation of a comprehensive assessment system which generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

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 Fayette County Public Schools district administration has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) schools, Harrison Elementary and William Wells Brown Elementary.

The district administration has demonstrated the ability to lead and support a visionary purpose for teaching and learning. This ability was evident through the artifact review, the superintendent's presentation, and the stakeholder interviews. The superintendent has set an expectation through the district's five strategic priorities that all students will receive a world-class education. It was evident (based on interviews and a review of artifacts) that 18 months into this position, the superintendent has begun to establish buy-in for this vision from many of the district and school staff members and governing board members, while community member buy-in varies. The superintendent has also helped secure funding resources to support this vision. Under the superintendent's guidance, district leadership, teachers, and other stakeholders have created guidance documents and frameworks around three big rocks: instructional frameworks, MTSS, and PLCs. Additionally, a Solution Tree consultant has assisted with the PLC guidance documents, while district staff have added PLC "loose" and "tight" expectations. These big rocks and the strategic priorities help advance the district's visionary purpose.

The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness. Kentucky School Board Association (KSBA) policies and school board member annual training hours were listed in the uploaded evidence. Additionally, district-specific guidance documents beyond the required KSBA policies are in use. Some school board members referenced data shared by district administrators so that decisions could be made based on this information; however, other stakeholders noted a desire for more regular sharing of analyzed school assessment data. Most school board members noted strong community support and district administration's data-informed uses of funds.

The district has established a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement using developed tools (e.g., PLC expectations including "tight" and "loose" elements, following a Plan Do Study Act [PDSA] structure, FCPS Curriculum Navigator and related training documents, MAP guide, unit frameworks, an articulated curriculum development timeline). The district also has provided some analyzed walkthrough feedback at the two CSI schools. Additionally, the superintendent has communicated a "One Curriculum" vision of a comprehensive, viable, uniform curriculum for all students. While these initiatives vary in levels of implementation and effectiveness, they signify work toward a systems approach to teaching and learning.

While there is evidence that the district creates systems for accurate collection and use of data through structures such as PLC meetings, school chief PLC site visits, and weekly director and school chief meetings, the extent to which these systems are followed with fidelity and data analysis leads to meaningful change is not yet evident. Stakeholders reported monthly district leadership meetings and monthly principal cadre meetings were primarily intended for district sharing of information (e.g., charter schools, budget information, diversity and equity) and professional learning.

Additionally, the district has led the analysis of state data, MAP data, a variety of non-academic data, and perception data to inform the creation and implementation of the five strategic priorities and the CDIP. There is also evidence of some content-specific data analysis opportunities in PLCs at the CSI schools. The CSI schools are additionally supported by district staff (e.g., school chiefs, literacy specialists, principal mentors). However, the systematic use of data to inform overall instructional and system effectiveness remains unclear.

The district ensures that systems are in place to allocate human and fiscal resources to support Improvement and ensure success for all students based on shared budgets and interviews. The district follows the FCPS financial transparency model, which calls for public presentations of district budgets in January, May, and September of each year, as well as monthly financial reports to the Board. Under district leadership guidance, the governing body has approved additional monetary and professional learning incentives for CSI school leaders and staff. Multiple interviews noted many additional resources as a point of pride in the district while some stakeholders stated that some resources lacked monitoring and evaluation. Additionally, the district budget notes expenditures for instructional resources and professional learning, and the School Improvement Fund grant and associated budget for one of the CSI schools was included in the uploaded evidence.

Finally, based on artifacts and interviews, the district has developed an assessment system that generates student data with some suggested uses of reports and student results. A comprehensive assessment calendar was provided (e.g., for district and state level assessments), as well as multiple assessment guidance documents (e.g., MAP growth data protocol, 2022-25 FCPS Balanced Assessment System Framework) and training presentations. However, an assessment system that provides data to direct and order all system next steps, including school turnaround work at the CSI schools, was not evident.

Team Roster

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

Team member name	Brief biography
Rechel Anderson, Ed.D	Rechel M. Anderson's professional career spans nearly two decades in both North Carolina and South Carolina. She began her career in education as a public school teacher and then became 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.
Tom Stewart, Ed.D	Dr. Tom Stewart has 26 years of experience in Kentucky public education. He has taught at the elementary, middle, and high school levels. Additionally, he has four years of experience in school district administration, serving as instructional supervisor, district assessment coordinator, and personnel director. Recently, he served as an associate professor of educational administration, research, and leadership. Dr. Stewart is currently an Educational Recovery Leader (ERL) for the Kentucky Department of Education.
Deloreon Burton	Deloreon Burton has over 12 years of experience as an educator and administrator. He is currently an Educational Recovery Leader/liaison for the Kentucky Department of Education (KDE). In that role, he facilitates turnaround work and activities with principals, district leaders, and KDE Educational Recovery staff. Additionally, he collaborates with numerous stakeholders to build effective systems to support CSI schools. Before joining KDE, Mr. Burton was a teacher and administrator in Louisville, Kentucky.
Daniel Day	Daniel Day is in year 13 in education. He spent that time with the Leslie County School District. He is currently the assistant superintendent/chief academic officer. Prior to that, he held several other duties in the district. Throughout the years, he has been the director of pupil personnel, district assessment coordinator, director of federal programs, and an elementary school principal.
Andrea Higdon	Andrea Higdon has over 20 years of experience as a teacher and curriculum leader. She is currently serving as an Educational Recovery Leader (ERL) at Maupin Elementary School in Jefferson County. In her position, she coaches administrators, coaches, and teachers to build and sustain systems to improve learning outcomes for students. Mrs. Higdon also has leadership experience in Jefferson County. She recently served as elementary math lead with the curriculum and instruction division, where she advised principals and district leadership on curricular resources and best practices in math instruction, developed and delivered professional learning, and published the curriculum frameworks for Jefferson County Public Schools K-5 mathematics.
Annette Melton, Ed.D	Annette Melton currently serves as the senior director for Cognia supporting South Carolina schools and districts with their improvement initiatives, accreditation, and certification. She was an administrator for 16 years and previously was a school counselor and early childhood/elementary teacher for a total of 34 years in public education in South Carolina. Dr. Melton has extensive experience with continuous improvement and accreditation with Cognia (formerly AdvancED) and with the Southern Association of Colleges and Schools (SACS). She was a member of the South Carolina SACS AdvancED council, served as state chair of the council, and was a member of the initial founding board for AdvancED.

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.	3
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.	3

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.	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.	3
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	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.	3

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.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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

Student Performance Data

School Name: Harrison Elementary School

2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	23	45
Reading	4	*	46
Reading	5	*	45
Math	3	10	38
Math	4	14	39
Math	5	*	38
Science	4	*	29
Social Studies	5	*	37
Editing and Mechanics	5	26	47
On Demand Writing	5	*	33

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

Delta
- In third-grade reading, 23 percent of students scored proficient/distinguished, while the state average was 45 percent.
- In third-grade math, 10 percent of students scored proficient/distinguished, while the state average was 38 percent.
- In fourth-grade math, 14 percent of students scored proficient/distinguished, while the state average was 39 percent.
- In fifth-grade editing and mechanics, 26 percent of students scored proficient/distinguished, while the state average was 47 percent.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	25	38
Percent Score of 60-80	25	28
Percent Score of 100	19	19
Percent Score of 140	31	9

Plus
- Twenty-five percent of English Learner (EL) students received 0 points for progress on the ACCESS assessment in 2021-22, while the state average was 38.
- Twenty-five percent of EL students received 60-80 points for progress on the ACCESS assessment in 2021-22, while the state average was 28 percent.
- Thirty-one percent of EL students received a score of 140 on the ACCESS assessment in 2021-22, while the state average was nine percent.

Delta
- The percentages were not low enough to qualify for a delta.

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	23	10	N/A	N/A	N/A	N/A
Female	15	*	N/A	N/A	N/A	N/A
Male	29	12	N/A	N/A	N/A	N/A
African American	28	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	25	13	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	28	12	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	21	13	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	21	13	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	23	10	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 for a plus.

Delta
- In third-grade reading, 15 percent of female students reached proficient/distinguished.
- In third-grade math, 12 percent of male students reached proficient/distinguished.
- In third-grade math, 10 percent of non-gifted and talented students reached proficient/distinguished.
- In third-grade math, 13 percent of non-English learners reached proficient/distinguished.

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	*	14	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	*	18	*	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	*	10	*	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	*	14	*	N/A	N/A	N/A
Non-English Learner or Monitored	*	14	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	*	10	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- In math, 10 percent of economically disadvantaged students reached proficiency.
- In math, 14 percent of non-EL students reached proficiency.
- In math, 18 percent of male students reached proficiency.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	N/A	*	26	*
Female	*	*	N/A	*	33	*
Male	*	*	N/A	*	*	*
African American	*	*	N/A	*	23	*
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	*	24	*
Economically Disadvantaged	*	*	N/A	*	*	*
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	*	32	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	*	29	*
Non-English Learner or Monitored	*	*	N/A	*	30	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	*	26	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

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

Delta
- In fifth grade, 26 percent of all students reached proficient/distinguished in editing and mechanics.

School Name: William Wells Brown Elementary

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	20	45
	4	24	46
	5	11	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	*	37
Editing and Mechanics	5	25	47
On Demand Writing	5	*	33

Plus

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

Delta

- In third-grade reading, 20 percent of students reached the proficient/distinguished level, compared to the state average of 45 percent.
- In fourth-grade reading, 24 percent of students reached the proficient/distinguished level, compared to the state average of 46 percent.
- In fifth-grade reading, 11 percent of students reached the proficient/distinguished level compared to the state average of 45 percent.
- In fifth-grade editing and mechanics, 25 percent of students reached the proficient/distinguished level compared to the state average of 47 percent.

English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	25	38
Percent Score of 60-80	29	28
Percent Score of 100	29	19
Percent Score of 140	18	9

Plus

- Twenty-five percent of EL students received a score of zero on the ACCESS assessment in 2021-22, which was below the state average.
- Twenty-nine percent of EL students received a score of 60-80 on the ACCESS assessment in 2021-22, which was above the state average.
- Twenty-nine percent of EL students received a score of 100 on the ACCESS assessment in 2021-22, which was above the state average. Eighteen percent of EL students received a score of 140 on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- While English learner students outperformed their peers across the state, those scoring at or above the 100 level were still less than 50 percent.

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	20	*	N/A	N/A	N/A	N/A
Female	18	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	21	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	16	*	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	25	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	16	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	16	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	20	*	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 percentage of African American students in third grade at the proficient/distinguished level in reading on the 2021-22 KSA was 21 percent, compared to 20 percent for all third-grade students in the school.

Delta
- The percentage of economically disadvantaged students in third grade scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 16 percent, compared to 20 percent for all third-grade students in the school.
- The percentage of non-EL or monitored students in third grade scoring at the proficient/distinguished level in reading on the 2021-22 KSA was 16 percent, compared to 20 percent for all third-grade students in the school.

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	24	*	*	N/A	N/A	N/A
Female	25	*	*	N/A	N/A	N/A
Male	*	*	*	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	*	*	*	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	27	*	*	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	19	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	*	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	24	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

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

Delta
- In fourth-grade reading, 19 percent of non-EL students reached proficient/distinguished, compared to 24 percent for all fourth-grade students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	11	*	N/A	*	25	*
Female	*	*	N/A	*	31	*
Male	22	*	N/A	*	17	*
African American	8	*	N/A	*	24	*
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	10	*	N/A	*	26	*
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	*	28	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	10	*	N/A	*	25	*
Non-English Learner or Monitored	8	*	N/A	*	26	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	*	23	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus
- In fifth-grade reading, 22 percent of male students reached proficient/distinguished, compared to 11 percent for all fifth-grade students.
- In fifth-grade editing and mechanics, 31 percent of female students reached proficient/distinguished, compared to 25 percent for all fifth-grade students.

Delta
- The percentage of fifth-grade African American students scoring at the proficient/distinguished level in reading on the 2021-22 KSA was eight percent, compared to 11 percent for all fifth-grade students in the school.
- The percentage of fifth-grade non-EL or monitored students scoring at the proficient/distinguished level in reading on the 2021-22 KSA was eight percent, compared to 11 percent for all fifth-grade students in the school.
- The percentage of fifth-grade male students scoring at the proficient/distinguished level in editing and mechanics on the 2021-22 KSA was 17 percent, compared to 25 percent for all fifth-grade students in the school.

Schedule

Monday, January 9, 2023

Time	Event	Where	Who
1:45 p.m. – 2:20 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
2:30 p.m. – 2:55 p.m.	Travel to Fayette County District Office for Superintendent's Overview Presentation	District Office	Diagnostic Review Team Members
3:00 p.m. – 4:00 p.m.	Superintendent's Overview Presentation	District Office	Superintendent Diagnostic Review Team Members
4:30 p.m. – 5:30 p.m.	Team Work Session #1 (continued)	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 10, 2023

Time	Event	Where	Who
7:15 a.m. – 7:45 a.m.	Team Travels to District Office	District Office	Diagnostic Review Team Members
7:45 a.m.	Team Arrives at District Office	District Office	Diagnostic Review Team Members
8:00 a.m. – 8:55 a.m.	Superintendent's Interview	District Office	Superintendent Diagnostic Review Team Members
9:00 a.m. – 3:00 p.m.	District Staff Interviews/Board Member Interviews/Parent Interviews (Harrison Elementary)/ Artifact Review	District Office School (Harrison Elementary)	Diagnostic Review Team Members Parent(s)
3:30 p.m. –	Team returns to hotel		
3:30 p.m. – 4:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	District Team Lead Evaluator and Associate Lead Evaluator meet with School Level Leads and Associate Leads	Hotel Conference Room	Leads and Associate Leads
5:00 p.m. – 6:45 p.m.	Team Work Session #2 (continues)	Hotel Conference Room	Diagnostic Team Members

Wednesday, January 11, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution(s)	School(s)	Diagnostic Review Team Members
8:00 a.m. – 10:30 a.m.	Informal Walk-throughs/Interviews/Stakeholder Interviews/Parent Interview/Artifact Review	School	Diagnostic Review Team Members Parents
10:30 a.m.	Team travels to District Office		
11:00 a.m. 2:45 p.m.	District Staff Interviews/Artifact Review	District Office	Diagnostic Review Team Members
3:15 p.m. – 5:45 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 12, 2023

Time	Event	Where	Who
8:00 a.m. – 10:00 a.m.	Final Team Work Session	District Office Hotel Conference Room	Diagnostic Review Team Members