



Cognia Diagnostic Review Report

Results for:
Beaver Creek Elementary School
(Middle Grades 6-8)

January 23-26, 2023

Table of Contents

Introduction	2
Performance Standards Evaluation	2
Insights from the Review	3
Potential Leader Actions:.....	4
Effective Learning Environments Observation Tool (eleot) Results	5
eleot Narrative.....	9
Potential Leader Actions:.....	10
Improvement Priorities	11
Improvement Priority 1	11
Potential Leader Actions:.....	12
Improvement Priority 2	13
Potential Leader Actions:.....	13
Your Next Steps	14
Principal Capacity in Diagnostic Review	15
Team Roster	16
Appendix	17
Cognia Performance Standards Ratings	17
Key Characteristic 1: Culture of Learning.....	17
Key Characteristic 2: Leadership for Learning	19
Key Characteristic 3: Engagement of Learning.....	21
Key Characteristic 4: Growth in Learning.....	23
Student Performance Data.....	26
Schedule	30

Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	9
Noncertified Staff	4
Students	14
Parents	6
Total	39

Performance Standards Evaluation

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

demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

The current principal became the school leader in July 2022. The community experienced a flood that caused the opening of school to be delayed until September 19, 2022. While instructional needs were important, many community members and students lost everything, causing basic needs (e.g., shelter, food, clothing) to take precedence. Personnel and other supports are available to help students with housing, food, and clothing. Additionally, mental health professionals help students deal with the psychological effects of this natural disaster. The school continues to provide resources to teachers, students, and community members.

During the principal overview presentation, leadership shared the mission statement and said it was outdated and needed to be revisited. Middle school teachers expressed their commitment to student learning and investment in the school's trajectory toward growth. Current learning targets were posted in classrooms, and students said that learning targets were shared with them. While interview data showed that staff members articulated a sense of urgency to improve student learning, they were unable to explain a clear action plan, timeline, and steps being taken to improve instruction.

In the short time the principal has been at the school, several processes and initiatives have been started to address stakeholder concerns. A review of artifacts and interview and observational data revealed work toward the development of processes, but the implementation stage had not yet begun. The team found evidence that many basic concerns in the building (e.g., intercoms, phones, radios, and facility needs) have been addressed and necessary actions completed. Stakeholders shared that these basic concerns had been neglected prior to this school year, and the administration has now made it a priority to address them. Posters on walls in classrooms showed the facility needs in all areas and whether the issue was resolved and by whom. The principal stated the completion of these tasks was a priority as they are necessary for smooth daily operations and to rebuild trust among staff members. Interviews with staff revealed that trust is being restored. Teachers indicated that the principal was taking care of much-needed issues in the building, and they believed that she was invested in the school.

The principal has worked closely with external assistance (e.g., Educational Recovery staff) to address academic and cultural concerns. For example, professional learning communities (PLCs) have been introduced. However, most plans to address these concerns are in the early stages of implementation. School leadership has expressed a willingness to support PLC implementation. The school is in the beginning stages of implementing a Positive Behavioral Interventions and Supports (PBIS) framework for behavioral expectations and positive reinforcement. Educators stated in interviews that they feel leadership is committed to the school. However, educators and parents both expressed the desire for a formal process for instruction and communication about the strengths and needs of students.

Stakeholders, in interviews, shared concerns about the rigor of instruction and the school's student performance data. The team reviewed the evidence that included a professional development opportunity for teachers about high-yield instructional strategies; additionally, two teachers attended a district training with an instructional focus. The school leadership also requested a daily schedule change to allow time for teachers to provide intervention



support to students not proficient in reading and math during the day. However, the school's school-based decision making (SBDM) council did not approve the schedule change.

PLC meetings have begun, and several meeting agendas were provided as evidence. The meeting agendas provided by the school did not include information that demonstrated how PLC meetings are used to plan for strategies to increase student performance. The leadership actions in the school's 30-60-90-day plan started on November 2, 2022 and focused on teaching and learning through the implementation of 30-second feedback cycles, elect sweeps, and a tool to monitor teacher non-negotiables. No evidence was provided to support that the implementation of these actions had occurred.

Leadership is beginning to track middle school student data. The school tracked quarterly grades in all content areas, attendance, and benchmark testing data (e.g., Measures of Academic Progress [MAP], Standardized Testing and Reporting [STAR]). Stakeholder interviews revealed that prior to this year, there was no system for tracking student growth or monitoring instructional expectations. The district is working to develop scope and sequences for the core subjects, but these have not been completed. Educators shared the district pacing guides were completed through December but had not been developed for the second semester. Because of this and until they receive further direction from the district, educators were currently creating their own instructional plans.

The implementation of systems and processes is in the infancy stage. The school lacks an organized, strategic plan to ensure that monitoring and adjusting of these newly established systems occur. School leadership shared a commitment and motivation to create these systems and processes. A sense of urgency was displayed by stakeholders, but the team found no systematic process (e.g., timeline, clearly defined expectations, monitoring strategies, expected outcomes) to guide continuous improvement.

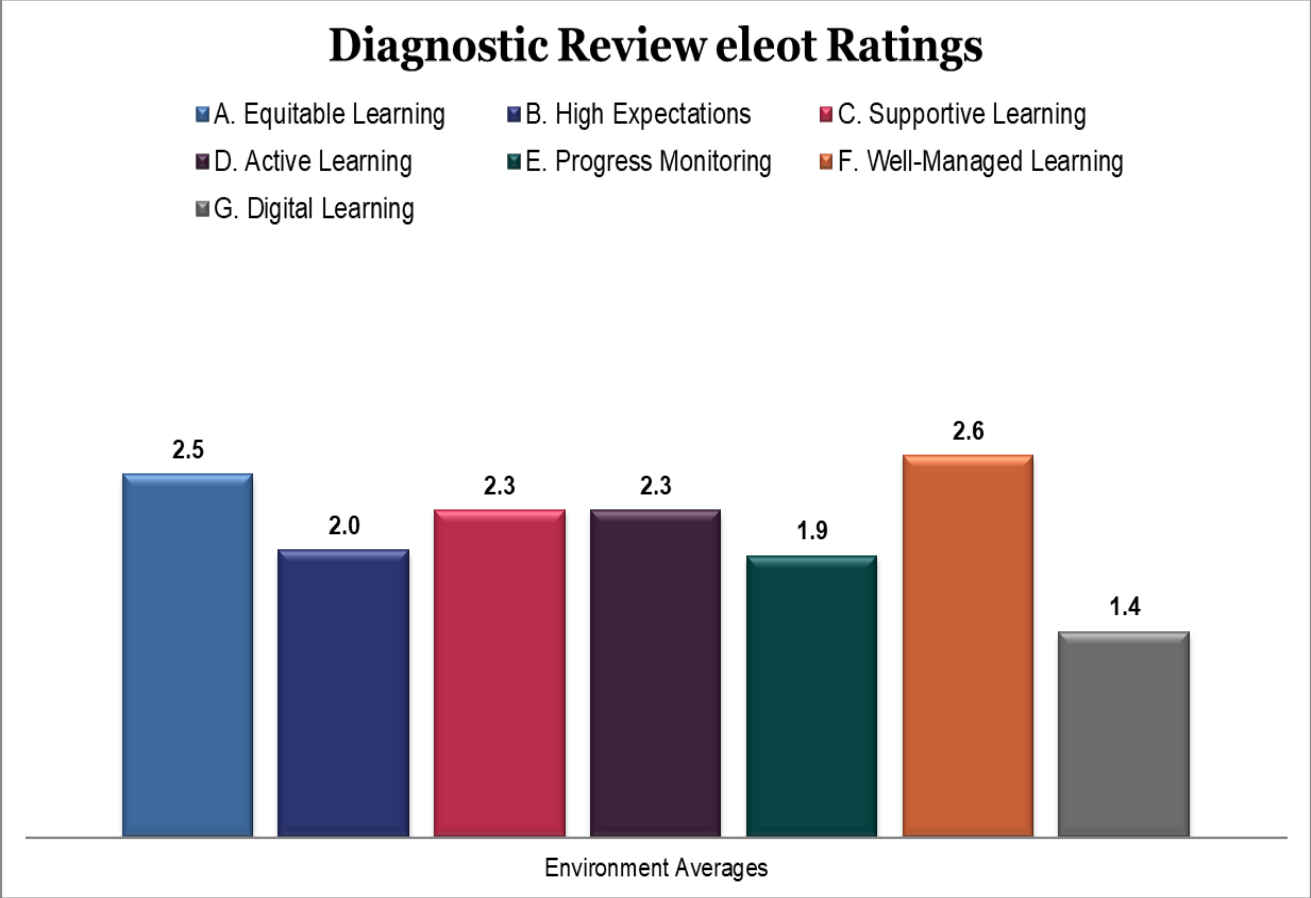
Potential Leader Actions:

- Collaboratively create a mission and vision involving all stakeholders and communicate this to educators, students, and parents.
- Review the Comprehensive School Improvement Plan (CSIP) with all stakeholders and create a timeline with responsibilities for monitoring goals and communicating information about the plan.
- Develop a PLC structure focused on data-driven decision-making and provide faculty with explicit training around the implementation of high-yield instructional strategies.
- Continue working toward implementing the PBIS program with fidelity and teaching behavioral expectations. Develop a system for monitoring and adjusting implementation based on student outcomes.

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 eight observations. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.0	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	38%	25%	38%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	25%	63%	13%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	13%	88%	0%
A4	2.3	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.	0%	75%	25%	0%
Overall rating on a 4-point scale:			2.5			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	13%	75%	13%	0%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	0%	63%	38%	0%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	38%	25%	38%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	38%	50%	13%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	50%	25%	25%	0%
Overall rating on a 4-point scale:			2.0			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	63%	38%	0%
C2	1.6	Learners take risks in learning (without fear of negative feedback).	38%	63%	0%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	50%	50%	0%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	50%	50%	0%
Overall rating on a 4-point scale:			2.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	0%	75%	25%	0%
D2	2.3	Learners make connections from content to real-life experiences.	13%	63%	13%	13%
D3	2.5	Learners are actively engaged in the learning activities.	0%	50%	50%	0%
D4	2.0	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	38%	25%	38%	0%
Overall rating on a 4-point scale:			2.3			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	25%	63%	13%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	25%	63%	13%	0%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	0%	75%	25%	0%
E4	1.8	Learners understand and/or are able to explain how their work is assessed.	38%	50%	13%	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	2.8	Learners speak and interact respectfully with teacher(s) and each other.	0%	25%	75%	0%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	13%	63%	13%
F3	2.5	Learners transition smoothly and efficiently from one activity to another.	13%	25%	63%	0%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	0%	50%	50%	0%
Overall rating on a 4-point scale:			2.6			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	63%	13%	13%	13%
G2	1.5	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	75%	13%	0%	13%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted eight eleot observations during the review. There were four core teachers in the middle school; therefore, each teacher was observed twice by two different observers to collect data. The team also conducted informal observations in non-core content classrooms, the cafeteria, the gym, and hallways.

Classroom observational data showed some of the highest ratings occurred in the Well-Managed Learning Environment. It was evident/very evident in 75 percent of classrooms that "Learners speak and interact respectfully with teachers and each other (F1)." Additionally, learners who "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" were evident/very evident in 76 percent of classrooms. Teachers said that students are well-behaved, and students shared that this year they are held to behavioral expectations that were not previously in place. During transitions, the team observed students displaying appropriate behaviors in the hallways and common areas. Students were also polite and respectful to peers and adults. The principal reported that she has recently put a PBIS framework in place because, in the past, 80 percent of her time was spent on discipline. During interviews, stakeholders reported that time spent on behavior during instruction is decreasing. However, the team observed that instructional time was not maximized in all classrooms. For example, in 50 percent of classrooms, it was evident/very evident that "learners use class time purposefully with minimal wasted time or disruptions (F4)", suggesting that the lack of redirecting students who demonstrate off-task behaviors causes loss of valuable instructional time.

Student interviews revealed teachers prepared lessons with opportunities for students to participate. Observational data from the Equitable Learning Environment showed an emerging strength in that it was evident/very evident in 76 percent of classrooms that "Learners have equal access to classroom discussions, activities, resources technology and support (A2)." The team observed students being treated respectfully in most classrooms. For example, it was evident/very evident in 88 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." However, survey data showed that 58 percent of students agreed/absolutely agreed with the statement, "The adults treat us with respect (2)."

Observational data showed a need to monitor progress and provide support to meet students' needs. It was evident/very evident in 13 percent of classrooms that learners both "understand and/or are able to explain how

their work is assessed (E4)" and "monitor their own progress or have mechanisms whereby their progress is monitored (E1)." Survey data revealed that 38 percent of educators agreed/absolutely agreed with the statement, "At my institution, we follow a process to determine the support that learners need (10)." Additionally, 36 percent of students agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons changed to meet my needs (13)." Artifacts provided from PLCs did not reflect processes in place for adjusting instruction based on data or students' needs.

In most classrooms, observational data revealed that instruction was primarily whole-group without a method to meet students' individual needs. Additionally, student tasks did not encourage higher-order thinking and rigorous questioning. It was evident/very evident in 13 percent of classrooms that "Learners engaged in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." Also, learners who "take responsibility for and are self-directed in their learning (B5)" were evident/very evident in 25 percent of classrooms. Additionally, 57 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)."

Potential Leader Actions:

- Develop, implement, and monitor a plan that ensures data and evidence-based instructional strategies are used to differentiate instruction based on students' needs.
- Develop a system to monitor the implementation of the "Direct Explicit Instructional Model Lesson Plan" created by school-based leadership to ensure Kentucky Academic Standards (KAS) are being taught at the expected level of rigor and depth of knowledge.
- Develop, implement, and monitor an instructional coaching and feedback cycle.

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, communicate, implement, and monitor a formalized process for schoolwide continuous improvement based on individual learners' needs and instructional effectiveness through a systems approach.

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

Findings:

Formalized processes to analyze learner needs and instructional effectiveness and develop and implement systems to support continuous improvement emerged as priority needs for the school. Data from the Kentucky Summative Assessment (KSA) revealed students performed below state averages in all reported areas. For example, 39 percent of sixth-grade students scored proficient/distinguished in reading, compared to the state average of 44 percent. In addition, 29 percent of seventh-grade students score proficient/distinguished in reading, compared to the state average of 43 percent, and 20 percent of eighth-grade students scored proficient/distinguished in reading, compared to the state average of 44 percent.

In addition to academic data, stakeholder perception data results highlighted the need for a defined continuous improvement process. When asked about improvement efforts, 50 percent of educators agreed/absolutely agreed with the statement, "At my institution, we base our improvement efforts on learner needs (5)." Fifty-three percent of students and families agreed/absolutely agreed that the adults are committed to trying "new things to improve (6)" the school. Stakeholder interviews indicated the improvement process has started; however, the full continuous improvement cycle will need to be initiated as outlined in the Potential Leader Actions below.

Stakeholders shared that the staff engages in one PLC meeting per week after school. Educators described these PLC meetings as times when teachers discuss the effectiveness of what they are doing in class, give advice, and share materials and resources. Artifacts revealed PLC meetings do not align with the goals or strategies identified in the CSIP. Furthermore, a review of PLC meeting agendas dated November 14, 2022, November 21, 2022, and December 5, 2022, showed a need for a formalized process focusing on a systems approach to meet students' instructional needs. Stakeholders shared that prior to the 2022-23 school year, there were no staff or PLC meetings. Additionally, stakeholders shared that a comprehensive curriculum aligned with KAS standards does not exist. Educators noted the need to gather resources from various places (e.g., Teachers Pay Teachers) to address gaps in the curriculum.

Potential Leader Actions:

- Develop a systematic process for PLC meetings, including expectations for data analysis, lesson design, and delivery of the KAS.
- Implement a curriculum that aligns with the rigor of the KAS.
- Implement and monitor schoolwide walkthroughs and coaching cycles that include instructional non-negotiables and a system for feedback.
- Design a professional learning plan that builds individual and collective instructional capacity to maximize instructional effectiveness.

Improvement Priority 2

Develop, implement, and monitor a formal, systematic process to analyze individual learner (e.g., formative, summative, benchmark) and school (e.g., attendance, student performance, discipline) data and use findings to inform organizational and instructional decisions to meet students' academic and non-academic needs and improve organizational effectiveness.

Standard 22: Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

Findings:

Classroom observations and stakeholder interviews revealed a systematic process does not exist for monitoring or adjusting instruction based on data. In March 2022, the Kentucky Department of Education (KDE) conducted a Two-Day Progress Monitoring Review and provided a report to the school that cited this as an area the school should prioritize for improvement. Classroom observational data revealed it was evident/very evident in 13 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." Students shared in interviews they feel teachers have simplified teaching methods to help students understand the content better. Survey data showed 36 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)." Additionally, 51 percent of families surveyed agreed/absolutely agreed with the statement, "In the past 30 days, my child had instruction that was changed to meet their needs (15)." Stakeholders shared PLC meetings are not used to reflect and analyze data to adjust instruction and meet students' academic needs. During stakeholder interviews, parents expressed concern about communication regarding academic progress and achievement. Parents also shared their frustration about the timing and receiving of information regarding their student's achievement and the lack of follow-up and conferencing about their student's academic progress.

Stakeholder interviews revealed the need to focus on the development of high-yield instructional strategies within Tier I instruction. Classroom observational data revealed it was evident/very evident in 13 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." The team rarely observed students receiving formative feedback during lessons to guide their thinking and learning. Additionally, "learners who "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident in 13 percent of classrooms. The development and monitoring of a systematic process for the implementation of high-yield instructional strategies will support teachers to intentionally plan for rigorous instruction.

Survey data also revealed the need for a systematic process to support data-driven instructional decisions. Educator surveys showed 57 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Student performance data from the KSA supports the need for more rigorous instruction to meet the learning outcomes expected from the KAS. Students performed below the state average in all reported grades and subjects.

Potential Leader Actions:

- Using assessment data (e.g., formative and summative), adjust instructional practices as necessary to improve teaching and learning during Tier I instruction.
- Develop a system for teachers to monitor the impact of implemented high-yield teaching strategies and determine adjustments that need to be made to instruction using a coaching cycle.
- Continue to refine the PLC process, clarify the standards-based curriculum resources, and create summative and formative assessments aligned to standards.



- Integrate behavioral, emotional, and academic tiered services to address the needs of the whole child in the schoolwide Multi-Tiered System of Supports (MTSS) implementation.

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 with research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

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

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



Principal Capacity in Diagnostic Review

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

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

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

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

Team Roster

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

Team member name	Brief biography
Dr. Rachael McDaniel	Dr. Rachael McDaniel has over 25 years of experience in public education at the elementary, middle, high school, and post-secondary levels. She has served as a special needs teacher, English language arts (ELA) instructor, and reading specialist. During the last decade, she has been a principal primarily working in Title I schools with school transformation and improvement. In addition, she has taught numerous college courses. Dr. McDaniel consults with schools and systems in the areas of data analysis, instructional improvement, mentorship, finance, and school and culture.
Mike Murphy	Mike Murphy is currently serving as an Educational Recovery Leader for the Kentucky Department of Education (KDE), Office of Continuous Improvement and Support. Prior to this role, he served as the designee for the Chief State School Officer. He has taught special education and regular education science at the elementary and middle school levels. He served as an elementary and high school principal. During his tenure as a high school principal in Kentucky, he led a bottom-five percent high school to the top five percent. Before working in the field of education, Mike worked for 16 years as a department manager for a major textile company.
Dr. Kathy House	Dr. House is the chief academic officer and personnel director for the Trimble County School District in Bedford, Kentucky. She has experience as a teacher, instructional coach, and administrator in K-12 schools. She has been an elementary and middle school teacher and a middle school principal. She previously served on Cognia Engagement Review and Diagnostic Review teams. In addition, Dr. House serves as an adjunct instructor in the principal preparation program.
Ben Monnett	Ben Monnett currently serves as an Educational Recovery Leader within the Office of Continuous Improvement and Support for the KDE. In addition to his role with KDE, Ben has over 10 years of experience as an educator in a variety of roles including special education teacher, academic dean, and high school principal. Ben has extensive experience working with instructional technology implementations, innovative learning practices, and feedback and coaching systems.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

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

Key Characteristic 3: Engagement of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	1

Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	1
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.	1

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	1

Student Performance Data

School Name: Beaver Creek Middle School

Kentucky Summative Assessment 2021-22 Middle School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	39	44
	7	29	43
	8	20	44
Math	6	*	38
	7	*	38
	8	*	36
Science	7	*	22
Social Studies	8	*	36
Editing and Mechanics	8	*	46
On Demand Writing	8	*	38

Plus

- Student performance data were suppressed for public reporting.

Delta

- Student performance data were suppressed for public reporting.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	*	66
Percent Score of 60-80	*	22
Percent Score of 100	*	8
Percent Score of 140	*	2

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	39	*	N/A	N/A	N/A	N/A
Female	*	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	*	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	39	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	40	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A



Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
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	41	*	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	39	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	39	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	39	*	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

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished 7th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	29	*	*	N/A	N/A	N/A
Female	21	*	*	N/A	N/A	N/A
Male	42	*	*	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)	29	*	*	N/A	N/A	N/A
Economically Disadvantaged	21	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	20	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	20	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	20	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	33	*	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	29	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	29	*	*	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	29	*	*	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

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished 8th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	20	*	N/A	*	*	*
Female	31	*	N/A	*	*	*
Male	*	*	N/A	*	*	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	20	*	N/A	*	*	*
Economically Disadvantaged	22	*	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	23	*	N/A	*	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	20	*	N/A	*	*	*
Non-English Learner or Monitored	20	*	N/A	*	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	20	*	N/A	*	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
Military Dependent	*	*	N/A	*	*	*

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

Schedule

Monday, January 23, 2023

Time	Event	Where	Who
3:15 p.m.	Principal Presentation at School	School	Diagnostic Review Team Members
5:00 p.m. – 7:00p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 24, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 25, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 26, 2023

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

