Cognia Diagnostic Review Report

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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	1
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	1
Certified Staff	12
Noncertified Staff	6
Students	61
Parents	8
Total	90

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 institution's processes, programs, and practices to arrive at the team's findings. 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 Diagnostic Review Team learned through interviews and observations that the principal and educators at Beaver Creek Elementary care about their students. The school building is well-maintained. Hallways and classrooms are used to display student work samples. Students participate in extracurricular activities such as the Kentucky Department of Education Student Technology Leadership Program (STLP), Beta Club, basketball, Pee Wee basketball, volleyball, and cheerleading. In addition, the school's Facebook page provides information and updates to parents, students, and the school community.

Stakeholder interviews with parents provided insight into the community's commitment to the school. In interviews, parents expressed concern about the future of the school. Many of the parents and grandparents had attended the school as students and reminisced about its past success. Parents said they wanted more access to the school and an efficient system to get information about their children's education. Parents also reported being pleased with the new principal but wished the school was more welcoming.

The school's Family Resource and Youth Services Center (FRYSC) provided support to families in the community. Earlier this school year, the center remained open during the floods and assisted families in the area. During stakeholder interviews, district and school leaders shared the importance of the FRYSC's support for the local community and individual student needs.

Interview, survey, and observational data and a review of documents and artifacts revealed that stakeholders inconsistently engaged in a continuous improvement and decision-making process designed to strengthen instructional and organizational practices. During stakeholder interviews, some leadership team members and educators referenced individual components and systems designed to support a continuous improvement and data-driven decision-making process. However, the inconsistent implementation and adherence to systems and processes (e.g., data-informed decision-making) has resulted in an inability to maximize instructional and organizational capacity. Observational and interview data indicated a lack of the effective use of data to drive decision-making by educators as an embedded practice. Although educators referenced data analysis during professional learning communities (PLCs), the team found no evidence that showed the consistent and effective use of data to inform instructional decisions to meet individual student needs. During interviews, educators could not explain how data were used to adjust instructional practices.

Classroom observational, interview, and stakeholder perception data validated that students had few opportunities to engage in personalized or differentiated learning, rigorous instruction, and discussions that facilitated higher-order thinking. Additionally, the implementation of high-yield strategies was inconsistent across the school. Educators would benefit from intentional coaching, including support for lesson plan development to maximize the implementation of high-yield instructional practices and differentiation of instruction to support learners' needs. This targeted support would aid the school's continued growth toward proficiency and effective Tier I instruction. Classroom observational data showed that educators need to effectively and consistently analyze data to differentiate instruction. For example, in zero percent of classrooms, it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Also,

observational data indicated the lack of in-depth lesson planning that embedded instructional strategies (e.g., learning targets, use of exemplars, active learning [collaboration]).

The Diagnostic Review Team found little evidence showing the school engaged stakeholders in systematic processes of continuous improvement. In addition, the existing mechanisms used to monitor improvement efforts and communicate results to stakeholders were not implemented consistently. Little evidence was found to support data sources being used effectively to evaluate programs, monitor instructional strategies' impact, and determine the attainment of goals. The implementation of the Plan, Do, Study, Act (PDSA) cycle was not visible during class observations or discussed by teachers during interviews. The team noted the importance of establishing, committing, and communicating to all stakeholders a collaborative process to build and sustain ownership of the school's mission, vision, and core values to drive student learning.

Potential Leader Actions:

- Establish a team to support the implementation and monitoring of the continuous improvement process.

- Outline, implement, and monitor the school's continuous improvement process using the PDSA model and the 30-60-90-day plan.

- Establish a consistent, common language around the continuous improvement process used by and shared with all stakeholders.

- Implement and monitor the school's continuous improvement process in collaboration with all stakeholders.

- Use walkthrough data to monitor and provide actionable feedback with fidelity to staff on implementing curriculum resources and school non-negotiables.

- Design and monitor a process to ensure consistent implementation and mastery of grade-level standards (Tier I instruction).

- Develop, implement, and monitor the school's vision, mission, and core values with all stakeholders through a collaborative process.

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 12 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.

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: 1.9
B. High Expectations: 1.4
C. Supportive Learning: 2.1
D. Active Learning: 1.6
E. Progress Monitoring: 1.4
F. Well-Managed Learning: 2.5
G. Digital Learning: 1.2

Environment Averages

A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	83%	17%	0%	0%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	67%	33%	0%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	8%	25%	67%	0%
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.	58%	33%	8%	0%
Overall rating on a 4-point scale:		**1.9**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.3	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	75%	17%	8%	0%
B2	1.6	Learners engage in activities and learning that are challenging but attainable.	50%	42%	8%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	75%	25%	0%	0%
B4	1.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	67%	33%	0%	0%
B5	1.6	Learners take responsibility for and are self-directed in their learning.	42%	58%	0%	0%
Overall rating on a 4-point scale:		**1.4**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	1.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	25%	58%	17%	0%
C2	1.8	Learners take risks in learning (without fear of negative feedback).	42%	33%	25%	0%
C3	2.1	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	75%	17%	0%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	8%	25%	67%	0%
Overall rating on a 4-point scale:		**2.1**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	42%	50%	8%	0%
D2	1.3	Learners make connections from content to real-life experiences.	67%	33%	0%	0%
D3	1.9	Learners are actively engaged in the learning activities.	25%	58%	17%	0%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	58%	25%	17%	0%
Overall rating on a 4-point scale:		**1.6**				

**E. Progress Monitoring and Feedback Learning Environment**
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	75%	25%	0%	0%
E2	1.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	42%	50%	8%	0%
E3	1.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	58%	42%	0%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	75%	25%	0%	0%
Overall rating on a 4-point scale:	**1.4**

**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.	0%	17%	83%	0%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	25%	17%	58%	0%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	25%	42%	33%	0%
Overall rating on a 4-point scale:	**2.5**

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	83%	8%	8%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	92%	8%	0%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	92%	0%	8%	0%
Overall rating on a 4-point scale:		**1.2**				

eleot Narrative

The Diagnostic Review Team conducted 12 eleot observations in core academic classes at Beaver Creek Elementary School, which provided classroom observational data related to the seven learning environments. Additionally, several informal walkthroughs were conducted in classrooms and common areas. The overall ratings on a four-point scale for the learning environments ranged from a low of 1.2 for the Digital Learning Environment to the highest rating of 2.5 for the Well-Managed Learning Environment.

One strength identified by the team was student behavior. It was evident/very evident in 83 percent of classrooms that students exhibited "knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." In most classrooms, the interactions between students and teachers were positive. Observational data also showed several emerging strengths related to student behavior, such as it was evident/very evident in 75 percent of classrooms that "learners speak and interact respectfully with teacher(s) and each other (F1)" and evident/very evident in 67 percent of classrooms that students displayed a "congenial and supportive relationship with their teacher (C4)." Conversely, it was concerning to the team that it was evident/very evident in 17 percent of classrooms that students demonstrated "a sense of community that is positive, cohesive, engaged, and purposeful (C1)" and were "supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)." It was also observed that students who took "risks in learning (without fear of negative feedback) (C2)" were evident/very evident in 25 percent of classrooms.

The team also was concerned about the loss of instructional time during transitions between subjects and activities and the delivery of directions for task completion and student learning tasks. For instance, it was evident/very evident in 58 percent of classrooms that students were able to "transition smoothly and efficiently from one activity to another (F3)." In addition, students who used "class time purposefully with minimal wasted time or disruptions (F4)" were evident/very evident in 33 percent of classrooms.

The scores for the Digital Learning Environment suggested the need to improve and expand the effective use of technology schoolwide. Parent interviews revealed strong support for the school's participation in the Kentucky Department of Education STLP. School artifacts described the STLP activities and involvement over the last 10 years. Parents acknowledged the recognition the elementary school team had received. Notably, last year the school was recognized as runner-up in the Elementary Division Sumo Bot competition, receiving a second-place award for the K-5 team in the 2022 Sumo Bots Challenge. The team observed technology in the hands of

students and teachers, but classroom observational data showed that few students used technology effectively. Learners who used "digital tools/technology to gather, evaluate, and/or use information for learning (G1)" were evident/very evident in eight percent of classrooms. The use of digital tools and technologies "to conduct research, solve problems, and/or create original works for learning (G2)" was evident/very evident in zero percent of classrooms. The practice of using "digital tools/technology to communicate and/or work collaboratively for learning (G3)" was evident/very evident in eight percent of classrooms. The digital tool Kahoot was observed in a few classrooms and used to engage students during center activities.

Conversely, students engaging in in-depth research, problem-solving, and new learning situations that encourage different modes of communication through collaborative learning environments was not an embedded practice at the school. Digital learning could be leveraged to increase student engagement and achievement. Providing teachers with professional development focused on high-yield strategies designed to target the effective use of technology during Tier I instruction would increase the rigor of the digital learning opportunities available to students.

Potential Leader Actions:

- Monitor evidence-based practices in Tier I instruction to ensure learners engage in rigorous coursework, discussions, and/or tasks that require higher-order thinking.

- Develop and implement coaching and feedback cycles focused on effective Tier I instruction.

- Use collaborative teacher work groups to develop a standard definition for differentiated instruction.

- Create classroom opportunities for students to respond and give peer feedback to improve content understanding and revise work.

- Monitor student learning, provide ongoing feedback, and adjust instruction to identify strengths, areas for improvement, and gaps in student learning.

- Establish a protocol for teachers to regularly provide feedback to students and parents on learner progress toward mastery of grade-level Kentucky Academic Standards (KAS).

Improvement Priorities

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

Improvement Priority 1

Create, implement, and monitor a process to ensure that the school's operating practices (e.g., continuous improvement process, PLC's, Multi-Tiered System of Supports [MTSS]) establish and foster collegiality and collaboration. In addition, provide opportunities (e.g., professional development, team building, PLCs) for staff members to consistently interact with respect and cooperation, learn from one another, and consider one another's ideas on behalf of learners.

Standard 5: Professional staff members embrace effective collegiality and collaboration in support of learners.

Findings:

The low-performance data for students at Beaver Creek Elementary was a concern to the Diagnostic Review Team. Most student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting. As detailed in the appendix, the student performance data reported the percentage of fourth-grade students who scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in 2021-22 was below the state average in reading and science. For example, the percentage of students who scored proficient/distinguished in grade four in reading on the KSA in 2021-22 was 14 percent compared to the state average of 46 percent. Additionally, the percentage of students who scored proficient/distinguished in grade four in science on the KSA in 2021-22 was 18 percent compared to the state average of 29 percent.

School leaders shared that academic performance data was reviewed and discussed with all educators upon its release by the Kentucky Department of Education (KDE). However, during interviews, many educators did not express a sense of urgency about the current levels of student performance. Educators referenced the data boards used in the classrooms to track Measures of Academic Progress (MAP) scores, but most could not explain how students improved between MAP testing windows. In addition, families suggested they lacked an understanding of the school's current academic performance. Some stakeholders expressed concern about whether their children were progressing or being challenged academically.

Conversely, many parents said they wanted their children to stay at Beaver Creek Elementary. Parents reported they wanted their children to attend a school in their community. Many parents said they do not feel welcome at the school. Collaborative processes to include external stakeholders were not observed. Survey data supported interview data and revealed that 64 percent of families agreed/absolutely agreed with the statement, "The adults make us feel welcomed (1)." Survey data also indicated that 68 percent of families agreed/absolutely agreed that "The adults treat us with respect (2)."

Stakeholder interviews and a review of artifacts, including meeting agendas and minutes and teacher non-negotiables (i.e., teacher expectations), suggested that the administration had established a leadership team and an MTSS team, which included faculty and staff representation. PLCs were also established at the school to facilitate planning, data conversations, and address instruction-related issues. During interviews, educators acknowledged the implementation of PLCs, but did not clearly understand the process. Leaders specified that all initiatives were recently introduced and not fully implemented. The principal shared during her overview presentation that the next items to be implemented at the school would be PLC protocols, Tier I lesson design, Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS). Stakeholder interview

data revealed a need for more understanding of MTSS and PLC systems and procedures. A review of the school's 30-60-90-day plan showed that a team from the school started MTSS training on November 30, 2022. The team found that collaborative, organizational, and operational structures that included input from all stakeholders were in the development phase of implementation and not embedded in the school's culture.

Classroom observations showed that students generally followed classroom rules. For example, in 83 percent of classrooms, it was evident/very evident that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)". However, during observations and walkthroughs, the team witnessed the loss of instructional time in many classes due to a lack of classroom management. For example, it was evident/very evident in 33 percent of classrooms that "Learners use class time purposefully with minimal wasted time or disruptions (F4)." Also contributing to the loss of instructional time is the time it takes to switch from one activity to another. For example, learners who "transition smoothly and efficiently from one activity to another (F3)" were evident/very evident in 58 percent of classrooms. The team observed off-task behaviors in many classrooms with few students being redirected. While observational data showed students followed classroom rules, the team found a lack of classroom management and student engagement in learning that impeded teachers' abilities to maximize instructional time. Interview data, however, showed that students and parents perceived the school has an issue with student behavior.

Observational data supported the need to establish an environment that actively engages students in learning. The team observed a lack of active engagement in the classroom that contributed to off-task behavior and disruption of instruction. The team rarely observed students actively engaged in discussions, dialogues, or collaboration with peers to complete assignments. For instance, it was evident/very evident in 17 percent of classrooms that students "actively engaged in the learning activities (D3)" and collaborated "with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Furthermore, it was evident/very evident in eight percent of classrooms that "Learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)." Opportunities for students to make "connections from content to real-life experiences (D2)" was evident/very evident in zero percent of classrooms.

During interviews with stakeholders, communication and collegiality were areas of concern for most educators. Stakeholders expressed that a negative, non-collegial attitude permeated the school's culture. Some stakeholders described the school's culture as toxic. Responses to the educator survey question, "Which four words best describe, in general, your institution's culture (24)" revealed that 56 percent of respondents selected "secretive" and 50 percent selected "complacent." A few teachers shared that they were reluctant to speak freely or make presentations during meetings in front of colleagues due to negative repercussions from peers. This was also evident in survey data, where 44 percent of educators agreed/absolutely agreed with the statement, "At my institution, we work closely with each other and our stakeholders to support learners (6)." Similarly, 50 percent of educators agreed/absolutely agreed with the statement, "At my institution, we base our improvement efforts on learners' needs (5)." While 32 percent of educators agreed/absolutely agreed with the statement, "At my institution, we follow a process to determine the support that learners need (10)", the team noted that educators have not built support or created a student-centered culture that supports the learners' social, emotional, and academic achievement.

Potential Leader Actions:

- Implement professional development activities to build trust and collegiality among all stakeholders.

- Collectively define roles and responsibilities that communicate expectations to hold all staff accountable for student social, emotional, and academic performance.

- Expand the role of the school leadership team to include modeling and monitoring effective communication skills and collegial practices.

- Provide opportunities for professional staff members to work together in self-formed or assigned groups to identify common problems and implement solutions on behalf of learners.

- Include parents in activities regularly to inform, problem-solve, and participate in school-related activities.

Improvement Priority 2

Develop, implement, and monitor a formal, systematic process to ensure grade-level standards-based instruction (Tier I) occurs in all classes. Establish PLC protocols to ensure formative and summative assessment data are monitored and used to adjust instruction as necessary to meet the needs of the learners.

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

Findings

The 2021-22 KSA data, detailed in the appendix, confirmed the need to increase planning and monitoring of standards-based Tier I instruction to ensure students engage in rigorous coursework, discussions, collaboration, and tasks that require the use of higher-order thinking. The team considered the student performance data in identifying the second Improvement Priority.

Observational data demonstrated that in most classrooms, educators differentiated instruction through teacher-led small-group interactions and station rotations. Students rotated through stations, but the activities at each station were all the same. Students engaging "in differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in zero percent of classrooms. The team was concerned about the lack of differentiation and rigor during independent classroom activities and Tier I instruction. The use of strategies, such as scaffolding during whole-group instruction to meet students' individual needs and introduce rigorous content, was not evident during observations and informal classroom walkthroughs. For example, 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 zero percent of classrooms. Likewise, learners who engaged "in activities and learning that are challenging but attainable (B2)" were evident/very evident in eight percent of classrooms. These results were validated during stakeholder interviews. Many educators and leaders stated that differentiation and increased instructional rigor were areas where the school could improve.

The team did not observe planning sessions that were used to prepare lessons to address differentiation, rigor, and quality standards-based Tier I instruction. Additionally, lesson plans were not collected by the administration or provided as evidence for the team to review. The Knott County school district collaborated with cadres of teachers to develop pacing guides for each grade and subject. The pacing guides are accessible via the district website. Teachers shared that they accessed the documents and used them to guide instruction. A review of the Knott County pacing guides (e.g., fourth-grade science, fifth-grade science, fifth-grade English language arts (ELA), fifth-grade social studies) revealed that one of the pacing guides was complete. Stakeholders at the school indicated that district pacing guides were used as lesson plans. School leadership shared that a lesson plan template is being developed and will be implemented and monitored this school year.

Stakeholder perception data validated observational and interview findings. For example, student, family, and educator survey responses indicated that adjusting instruction to meet students' individual needs was not an embedded practice for educators. Survey results revealed that 59 percent of families agreed/absolutely agreed with the statement, "In the past 30 days, my child had instruction that was changed to meet their needs (15)." Similarly, 57 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." The survey responses reflect an instructional culture that is not centered on students' needs. These data points demonstrated a need to create a common understanding for staff members about students' individual needs and how they translate instructional modifications into practice to improve student achievement.

Interview data revealed that school leadership recognized that communication was an area of concern for all stakeholders. In addition, systems to monitor curriculum and instruction were needed at the school. The school leadership team initiated processes to address these areas of concern. The team reviewed documents and artifacts such as pluses and deltas extracted from observational data, support notes, teacher non-negotiables, 30-

second feedback examples, data boards, and observation rotations. During interviews, educators identified these tools; however, they lacked an understanding of the purpose and impact the tools can have on teaching and learning. For example, feedback is a concept that was rarely observed during instruction. Observational data indicated that in eight percent of classrooms, it was evident/very evident that students "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." Additionally, it was evident/very evident in zero percent of classrooms that students both "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and "demonstrate and/or verbalize understanding of the lesson/content (E3)." It was also evident/very evident in zero percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." Survey data also denoted that 69 percent of families agreed/absolutely agreed with the statement, "The adults have high expectations for learning (10)."

Potential Leader Actions:

- Continue to refine the PLC process, clarify the standards-based curriculum resources, and create summative and formative assessments aligned to standards.

- Develop a system for teachers to monitor the impact of implemented high-yield teaching strategies, determine instructional adjustments that need to be made, and use a coaching cycle to help teachers improve their instructional practices.

- Using assessment data (e.g., formative, summative), adjust instructional practices as necessary to improve teaching and learning during Tier I instruction.

- Provide professional development and monitor the implementation of classroom management strategies.

- Integrate behavioral, emotional, and academic tiered services to address the needs of the whole child in the schoolwide 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 to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

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

- Review and share the findings with stakeholders.

- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.

- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.

- Celebrate the successes noted in the report.

Principal Capacity in Diagnostic Review

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

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

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

☒ The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.

☐ It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

☐ It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

☐ It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

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
Maria P. de Armas, Ed.D.	Dr. Maria de Armas has worked as a consultant for schools, educational entities, and Cognia (Lead Evaluator for Diagnostic Reviews). During her 42-year career, she has served as a K-12 educator, administrator, university adjunct, consultant, classroom teacher (grades1-8), bilingual teacher, and an English as a Second Language teacher in urban settings in New Jersey and Florida. In past positions, she has served as the Administrative Director of Advanced Academics and Gifted Programs, Region Administrative Director, Assistant Superintendent for Academic Support, and Assistant Superintendent for Academics in Miami Dade County Public Schools.
Haley Ralston	Haley Ralston is currently serving as an Educational Recovery Leader (ERL) with the Kentucky Department of Education (KDE). She has 29 years of experience in various school administrative roles, including principal, assistant principal, and instructional coach. Haley is also a lead facilitator for the National Institute for School Leadership (NISL) with the Center on Education and the Economy.
Naomi Carroll	Naomi Carroll has over 26 years of experience as a teacher and instructional coach. She is currently an MTSS specialist for Fayette County Public Schools in Lexington, Kentucky. In that position, she coordinates the implementation of the MTSS support in 14 elementary and two middle schools.
Amanda Vinova	Amanda Vinova has 15 years of experience as a teacher, coach, staff developer, and leader in the Office of Continuous Improvement at KDE. She is currently an Educational Recovery Leader assigned to Sanders Elementary in Jefferson County. In that position, she coaches the school staff on effective practices related to school turnaround leadership, continuous improvement systems (structures, processes, and norms), positive school culture and climate, and aligned, rigorous instruction.

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).

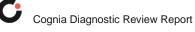| Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide 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.	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
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 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.	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.	1
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.	12

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.	1
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 Elementary

Kentucky Summative Assessment 2021-22 Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	*	45
	4	14	46
	5	*	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	18	29
Social Studies	5	*	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished in fourth-grade reading was 14 percent.
- The percentage of students who scored proficient/distinguished in fourth-grade science was 18 percent.

Elementary English Learner Progress

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

2021-22 Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	*	*	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)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	*	*	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	*	*	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	*	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	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	*	*	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 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	*	*	*	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)	14	*	*	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	*	*	*	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	14	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

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

Delta
- The percentage of students who scored proficient/distinguished in fourth-grade reading was 14 percent.
- The percentage of white (non-Hispanic) students who scored proficient/distinguished in fourth-grade reading was 14 percent.
- The percentage of non-English Learners (EL) students who scored proficient/distinguished in fourth-grade reading was 14 percent.
- The percentage of non-EL students or monitored students who scored proficient/distinguished in fourth-grade reading was 14 percent.
- The percentage of non-gifted and talented students who scored proficient/distinguished in fourth-grade reading was 14 percent.

2021-22 Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	*	*	N/A	*	*	*
Female	*	*	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)	*	*	N/A	*	*	*
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	*	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	*	*	*
Non-English Learner or Monitored	*	*	N/A	*	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	*	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
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
5:30 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 24, 2023

Time	Event	Where	Who
7:00 a.m.	Team arrives at school	Beaver Creek Elementary School Office	Diagnostic Review Team Members
8:30 a.m.-3:15 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Beaver Creek Elementary	Diagnostic Review Team Members
3:30 p.m. – 4:30 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
8:00 a.m.	Team arrives at school	Beaver Creek Elementary	Diagnostic Review Team Members
9:00 a.m. – 3:15 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Beaver Creek Elementary	Diagnostic Review Team Members
3:30 p.m. – 4:30 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 26, 2023

Time	Event	Where	Who
8:30 a.m. – 11:30 a.m.	Final Team Work Session #4	Beaver Creek Elementary	Diagnostic Review Team Members