



Cognia Diagnostic Review Report

Results for:
Indian Trail Elementary

January 9-12, 2023

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	6
Noncertified Staff	16
Students	56
Parents	6
Total	94

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:

At Indian Trail Elementary, administrators and staff have created a positive and nurturing environment that is one of the school's most obvious and significant strengths. Stakeholders described it as a family atmosphere. Many staff members reported that they enjoyed working at the school and have established close relationships with other adults in the building. School personnel are responsive to the needs of their students and provide a welcoming atmosphere for all stakeholders. Stakeholders shared that staff members take time to get to know students personally and want to see them succeed. The administration and staff referred to students by name when speaking with them and were highly visible throughout the school, interacting positively with other staff members and students. According to the students, they felt safe and proud of their new school facility, which provides enough space for learning. The school was clean, well-maintained, and, in keeping with the MicroSociety model, students take some responsibility in keeping it that way.

The administration has built strong connections with the community, and over 30 partnerships were shared on the Venture Agency Non-Profit Partner List. Stakeholder interviews and a review of artifacts revealed a dynamic, mutually beneficial relationship between the community and school. Community partners play a significant role in overseeing certain clubs and organizations that operate under the MicroSociety model in the school. These partners come to the school to provide guidance and hands-on learning opportunities for students to help them acquire 21st-century skills relevant to real-world settings. These interactions support future success by enhancing skills such as communication, collaboration, critical thinking, creativity, initiative, and innovation. Under this model, every student is assigned a job, and a government structure teaches students that they are part of a larger system. Both parents and students had positive feedback regarding the MicroSociety model. Parents said that it prepares their children well for the future, while students appreciated the opportunity to work in areas of high interest and sometimes in jobs they are passionate about. The Diagnostic Review Team observed through their examination of artifacts and interviews that the school offers a wide range of after-school activities for students, including extended school services, after-school tutoring, clubs, and sports. The school also provides opportunities for students to participate in reward days and other programs designed to empower students. Stakeholder interviews conveyed that there is a strong sense of pride and satisfaction in the school community, which provides opportunities for students to participate in extra-curricular activities and clubs and have additional support to help them meet their academic goals.

The Diagnostic Review Team recognized the school leaders and staff members as a strength. Stakeholder interviews referenced improvements that have been made in recent years. The team recognized a significant amount of potential in the leaders and staff members and determined that achieving a status of academic excellence is a feasible goal. The Diagnostic Review Team encourages the staff members and leaders to continue building on the progress that has been made in improving the school's culture. The team also suggests the school expand that energy towards achieving academic excellence by using high-yield instructional practices and tailored learning tasks that cater to the needs of each student.

The Diagnostic Review Team reviewed the Comprehensive School Improvement Plan (CSIP). This document outlines a five-year plan to increase the academic achievement levels of students in reading, writing,



mathematics, science, and social studies as measured by the Kentucky Summative Assessment (KSA). The plan also addresses the achievement gap between economically disadvantaged students and their peers. Interviews revealed that the administrative team developed the CSIP. The CSIP states that the instructional leadership team (ILT) meets bi-weekly to review the school's progress toward achieving the goals outlined in the plan. However, stakeholder interviews and the ILT agendas provided in the evidence do not reflect a biweekly review of the CSIP goals and activities. The CSIP document also identified key dates for monitoring growth toward goal accomplishment. Additionally, staff member interviews revealed that not every professional staff member was aware of the goals presented in the CSIP. Staff member interviews also revealed that they are unaware of the “why” behind school initiatives that have been implemented this year.

The CSIP includes using formative assessments to accomplish the reading, writing, math, science, and social studies school improvement goals. Stakeholder interviews indicated that formative assessments were not being used as the driver to inform instruction. When asked about data used to inform instruction, most referenced the Measures of Academic Progress (MAP) assessment as their main source of data. Stakeholder interviews and a review of artifacts indicated the development and implementation of some formal common formative assessments; however, this process is in its infancy. Observational data also showed minimal use of classroom formative assessments. Stakeholder interviews revealed school administrators and teachers receive data from these assessments (e.g., common formative, MAP); however, the Diagnostic Review Team did not find evidence that these data were used to monitor and adjust instructional programming for students. During classroom observations, it was evident/very evident in 10 percent of classrooms that “Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1).” The team identified a general theme of inconsistency and unclear expectations about how formative assessment data sources were to be used to inform daily instructional practices. Staff interviews also revealed that instructional expectations were not clear and consistent across the campus.

Although the school has established many lines of communication, stakeholder interviews indicated a need to ensure that all communication is presented in multiple forms to ensure that all stakeholders are aware of all school expectations. Stakeholders also indicated that communication needs to be timely so everyone can plan accordingly. Overall, however, parents reported that communication was a strength for the school and noted that all written and oral communication was available in both English and Spanish. They specifically referred to emails and Class Dojo as beneficial forms of communication that fostered opportunities for them to participate fully in their child’s education.

While the school has implemented programs and strategies (e.g., MicroSociety, Leader in Me, Flash Dad, Men of Quality, Women of Worth, Gifted Girls) to improve students' social and emotional health, the Diagnostic Review Team identified a need to use similar strategic thinking and evidence-based strategies to address students' academic needs. The team suggests the school consistently and effectively use formative assessment data to make instructional decisions that meet the individual educational needs of students and ensure instruction is at the appropriate level of rigor.

Potential Leader Actions:

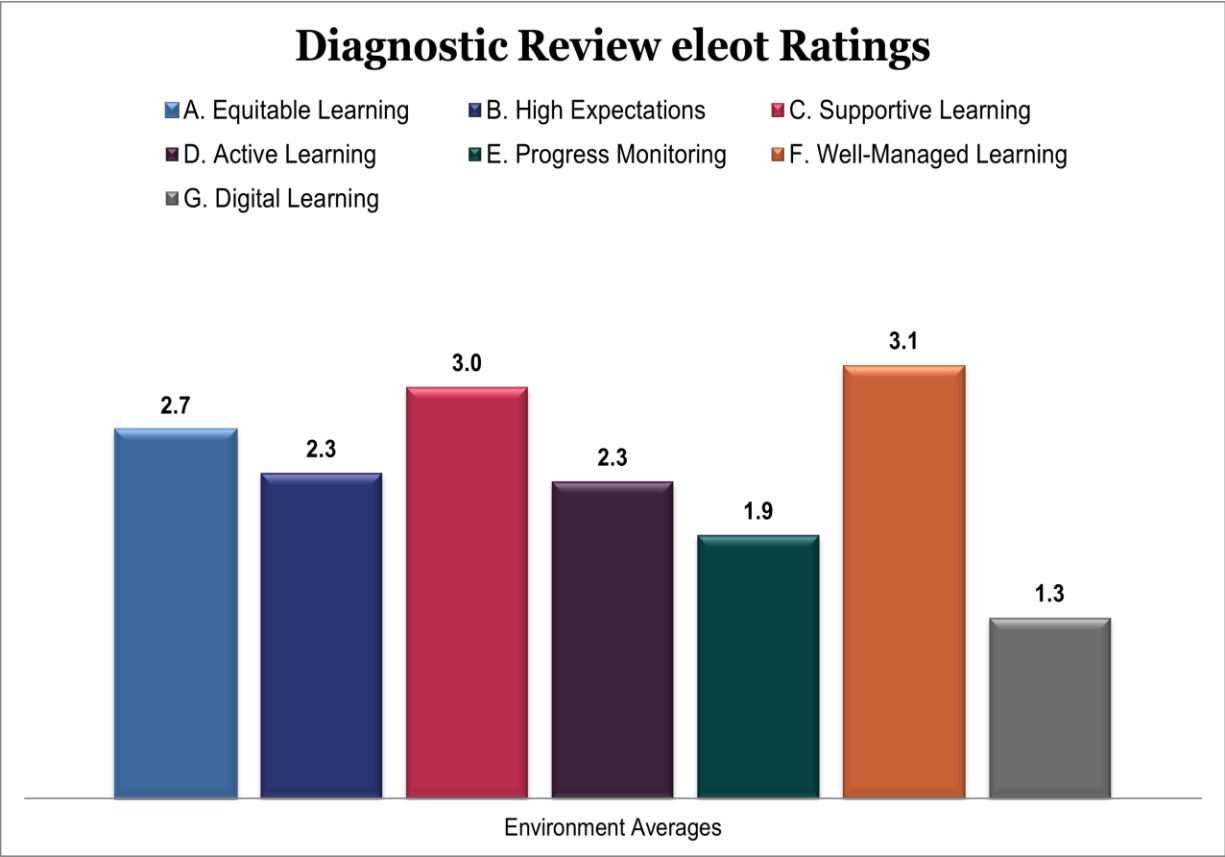
- Guide teachers to use data (e.g., formative and summative assessments) to improve instructional practices (e.g., differentiation, tiered instruction, student engagement).
- Establish a professional learning community (PLC) meeting protocol that requires the use of data to make instructional decisions and plan next steps.
- Formalize a communication process that ensures that internal stakeholder groups are aware of all expectations required for them to perform their jobs at a high level.



Effective Learning Environments Observation Tool (eleot) Results

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

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	36%	27%	23%	14%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	9%	9%	41%	41%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	18%	50%	32%
A4	2.2	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.	23%	45%	18%	14%
Overall rating on a 4-point scale:			2.7			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	9%	50%	36%	5%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	5%	45%	41%	9%
B3	2.3	Learners demonstrate and/or are able to describe high quality work.	14%	59%	14%	14%
B4	2.5	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	5%	50%	41%	5%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	36%	27%	27%	9%
Overall rating on a 4-point scale:			2.3			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	3.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	23%	36%	36%
C2	2.8	Learners take risks in learning (without fear of negative feedback).	14%	23%	36%	27%
C3	3.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	27%	36%	32%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	32%	27%	41%
Overall rating on a 4-point scale:			3.0			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	18%	41%	32%	9%
D2	2.2	Learners make connections from content to real-life experiences.	32%	27%	32%	9%
D3	2.5	Learners are actively engaged in the learning activities.	5%	55%	32%	9%
D4	2.2%	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	32%	23%	41%	5%
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	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	64%	27%	5%	5%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	18%	45%	32%	5%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	9%	50%	36%	5%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	55%	41%	5%	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	3.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	14%	41%	45%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	18%	45%	32%
F3	3.1	Learners transition smoothly and efficiently from one activity to another.	5%	18%	41%	36%
F4	3.0	Learners use class time purposefully with minimal wasted time or disruptions.	5%	23%	36%	36%
Overall rating on a 4-point scale:			3.1			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	82%	5%	5%	9%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	91%	0%	5%	5%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	5%	5%	5%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 22 observations in core content classrooms using the eleot tool. The team also conducted informal observations in the cafeteria, hallways, and non-core content classrooms.

The principal presentation suggested that culture and climate have been a focus for the school. This was evident through classroom observations conducted by the Diagnostic Review Team. The team found strengths that emerged from the Equitable Learning Environment and the Well-Managed Learning Environment. It was evident/very evident in 82 percent of classrooms that “learners have equal access to classroom discussions, activities, resources, technology, and support (A2)” and that “Learners are treated in a fair, clear, and consistent manner (A3).” Additionally, it was evident/very evident in 86 percent of classrooms that “Learners speak and interact respectfully with teachers(s) and each other (F1).”

Students were observed following expectations and procedures in hallways and classrooms. It was evident/very evident in 77 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Classrooms were observed to have expectations and procedures in place for learners to follow, as it was evident/very evident in 77 percent of classrooms that “learners transition smoothly and efficiently from one activity to another (F3)”, and it was evident/very evident in 72 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions (F4).” Classrooms had systems to guide students through rotations and station activities to maximize students’ time on task. When the team talked with students in classrooms, the students could articulate the task they were to complete and what they should do after they were finished.

As the team observed classrooms, environments that can be leveraged for improvement also emerged. The Progress Monitoring and Feedback Learning Environment scored an overall average of 1.9 on a four-point scale. When asked, learners were rarely able to explain how their work would be assessed or how they monitor their own progress. It was evident/very evident in five percent of classrooms that “learners understand and/or are able to explain how their work is assessed (E4)”, and it was evident/very evident in 10 percent of classrooms that “Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1).” Students worked independently or with peers at station activities while the teacher instructed a small group, but the team rarely observed students receiving feedback on the work completed at these stations. The team also

observed that lack of feedback resulted in students incorrectly completing tasks or being incorrectly guided by their peers. It was evident/very evident in 37 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).”

An additional environment that can be leveraged for improvement is the High Expectations Learning Environment. This environment received an overall 2.3 rating on a four-point scale. As PLCs continue to be a focus for the school’s improvement, it will be imperative that these meetings focus on adapting and adjusting instructional practices based on student needs. Currently, grade-level PLC meeting agendas did not provide evidence that PLC time was used to create rigorous learning activities that deepen student learning. Observational data supported this, as it was evident/very evident in 50 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” It was also evident/very evident in 46 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Working in PLC teams to intentionally plan activities that meet the rigor and expectation of the standards can lead to the increase of high expectations for all students.

The Digital Learning Environment was the lowest-rated environment. While the administration expressed that students were using devices more because of their dependency on devices during the previous years, the team saw minimal use of students using technology. When the team observed students using devices, they rarely used them as an extension of the learning in the classroom. It was evident/very evident in 14 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1).” Additionally, it was evident/very evident in 10 percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).”

Potential Leader Actions:

- Develop an instructional process that requires teaching and learning to be at the appropriate depth of knowledge and embeds higher-order thinking in instruction, questioning, and assignments.
- Offer support to teachers as they improve their abilities to provide feedback to help students revise or understand work.
- Offer support to teachers as they improve their abilities in using data to adjust instruction.



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

Establish and implement a continuous improvement process (e.g., analyzing school-wide needs, setting goals, making data-based decisions, taking action, setting a timeline with review intervals) to enhance organizational effectiveness. Analyze data (e.g., formative, summative, classroom walkthrough) on a regular basis to inform instructional decisions about meeting students' academic needs.

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

Findings:

The 2022-23 CSIP focuses on school improvement priorities identified for implementation in the 2022-23 school year. The plan outlines that the ILT will review common formative assessments bi-weekly to track progress toward established goals. Teachers will also review assessments weekly during PLC meetings, and the administrative team will review progress during their meetings.

Stakeholder interviews and a review of artifacts (e.g., ILT and PLC meeting agendas) suggested that progress monitoring toward goal completion is not occurring as frequently as stated in the CSIP. Stakeholder interviews also revealed that few people are aware of the school improvement priorities outlined in the plan. Student performance data suggested the school inconsistently implemented the continuous improvement priorities that lead to improvement of student learning and meeting individual students' academic needs. The percentage of students who scored proficient/distinguished on the KSA in spring 2022 was lower than the state average in all measurable categories. In fifth-grade mathematics, for example, five percent of students scored proficient/distinguished, while the state average was 38 percent. Similarly, fourth-grade reading assessment scores showed 24 percent proficient/distinguished, while the state average was 46 percent.

Observational data from classrooms revealed that when asked, learners were rarely able to explain how their work would be assessed or how they monitor their own progress. For example, it was evident/very evident in 10 percent of classrooms that "Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1)." Additionally, it was evident/very evident in five percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." During observations, the students were seen working alone or with their peers in small groups while the teacher taught a different group. The team noticed that the students received little feedback on their work at these stations. At times, this lack of feedback led to the students making mistakes or receiving incorrect guidance from their peers. Educator survey data revealed that 53 percent agreed/absolutely agreed that "At my institution, we provide an instructional environment where all learners thrive (9)." Student survey results further indicated that 62 percent of the students agreed/absolutely agreed that "The adults take time to get to know me (4)." Furthermore, it was evident/very evident in 37 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)."

Interviews revealed that some staff members did not have a clear understanding of their roles and responsibilities in relation to ongoing improvement. Staff members reported that they were not involved in creating the CSIP and were unaware of the specific goals outlined in the plan. Furthermore, stakeholders said that formative assessments were not being used to inform instruction and that data used for instruction mainly came from the



MAP assessment. Observational data also showed minimal use of formative assessments in the classroom. Also, stakeholder interviews indicated that PLCs did not focus on using data.

Artifacts and staff interviews revealed classroom walkthroughs and coaching to be inconsistent and minimal. The evidence reviewed showed a professional learning community (PLC) meeting schedule that allowed staff members time to collaborate. While educators expressed appreciation for the PLC collaboration time, interviews revealed data were not consistently used to determine topics. Moreover, it was stated that most PLCs focused on professional development and not a problem of practice approach to collaboration. Stakeholder interviews also revealed that there were no formal processes to monitor the effectiveness of the instructional program. Educator survey data disclosed that 42 percent agreed/ absolutely agreed, "At my institution, we work closely with each other and our stakeholders to support learners (6)." The document "PowerWalk Data Analysis" communicated administrative walkthrough observational data, which revealed fewer than 10 percent of the classroom lessons required students to use higher-order thinking skills. The walkthrough data also revealed that fewer than 10 percent of the lessons observed demonstrated both lesson framing and rigor.

Potential Leader Actions:

- Collaborate with teachers to establish clear guidelines and protocols for curriculum implementation with fidelity to ensure that all instruction is aligned with the organization's goals and objectives identified in the CSIP for teaching and learning.
- Develop a system for the weekly monitoring of instructional practices that gathers feedback on instructional delivery.
- Develop a system for weekly data analysis using formative student data to evaluate the effectiveness of instruction and determine the professional development needs of the staff.
- Develop a tiered system of support for teachers' professional growth using student data and walkthroughs.

Improvement Priority 2

Implement a formal and systematic process for analyzing individual student and school data to improve understanding of content and increase student achievement. Refine, communicate, implement, and monitor your PLC process based on individual learners' needs and instructional effectiveness.

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

Findings:

Student performance data suggested the school inconsistently implemented the data-informed instructional practices and student learning tasks necessary to meet each student's academic needs. Stakeholder interviews revealed over the past two years, the school's focus shifted away from instruction and academics for various reasons. Student performance data from the 2021-22 school year showed the school performed significantly lower on the KSA than statewide averages in all measurable categories. For example, in fifth-grade mathematics, five percent of students scored proficient/distinguished, while the state average was 38 percent. Similarly, fourth-grade reading assessment scores showed 24 percent scored proficient/distinguished, while the state average was 46 percent. Comparably, fifth-grade social studies assessment scores showed 19 percent scored proficient/distinguished, while the state average was 37 percent.

Classroom observational data showed that students rarely engage in differentiated assignments to meet their individual academic needs. For example, it was evident/very evident in 37 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Educator survey data confirmed that differentiated assignments to meet individual student needs are not always a priority consideration when presenting lessons. For instance, survey data showed that 68 percent of educators agreed/absolutely agreed that "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." A review of PLC meeting agendas showed little evidence that PLC time was used to differentiate and adjust daily instruction in response to student understanding of lesson objectives. Student survey results revealed that 69 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons changed to meet my needs (13)." Although some differentiation was observed, overall, the team found that instruction in most classrooms was not consistently adjusted based on the academic needs of students.

The school employed a PLC process, but there was mixed feedback among stakeholders about its effectiveness and how data were used to identify students who were not making academic progress. Through stakeholder interviews, it was revealed that teachers were not given enough opportunities to collaborate and improve their professional practice through the current PLC structure. Interviews also revealed that although more time for collaboration was provided through the PLC process, the focus was mostly on embedded professional development rather than addressing specific issues in practice. Additionally, stakeholders had inconsistent responses when asked to explain how the PLC process and meetings resulted in changes in practice to support student needs.

A clear PLC process that allows teachers to plan, implement, analyze, and reflect on instructional practices and identify the next steps for students who are in need of additional support or enrichment is needed for the school to maximize academic growth for students. This clear process will not only support an increase in teacher response to student learning, but it will also allow teachers the opportunity to learn from one another and collaborate as they plan and adjust instruction together.

Potential Leader Actions:

- Ensure teachers receive regular feedback and coaching based on walkthrough data to enhance student performance.
- Create a PLC process that allows teachers to plan, implement, analyze, and reflect on instructional practices and identify next steps for students who need of additional support or enrichment.

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.

It is the consensus of the Diagnostic Review Team that the principal requires intensive support to successfully lead the turnaround of the CSI school.

The principal is clearly passionate about his school and the children it serves. When students and staff at the school are asked what they are here for, they consistently say teaching and learning. The focus of the school leadership has been the culture and climate within the building, and this focus is evident in the intentional supports and practices put in place regarding behavior and the well-being of students and staff. While a positive culture and climate is important in the overall school picture, it is clear to the team and has been reiterated by the principal that they have lost their academic focus. The team has determined that with support in strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement this school can be successful.

For the school to be successful, the principal needs support in continuous improvement planning and monitoring the implementation. The principal must ensure that stakeholders, especially teachers, not only participate in the process, but also understand their role in the implementation. Educator interviews have identified communication as inconsistent, and stakeholders could not validate an understanding of the CSIP, the process, or their part in it. Leadership must regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting this continuous improvement process.

The principal has shared evidence which demonstrates a reorganization of PLCs to directly affect change within the classroom. The master schedule has been revised to include an extra meeting day each week for faculty to devote to this process. The meeting agenda/template has been modified to include drop boxes to make the process more aligned to the intended outcomes of the PLC. While these changes begin to address



some important operational challenges identified by the administration, the academic focus is lacking. The team recognizes that leadership will need support to create a continuous improvement cycle intentionally and consistently (i.e., Plan, Do, Study, Act) regarding classroom instruction. Additionally, leadership must commit to prioritizing this work to ensure instruction is monitored and adjusted to advance and deepen learning.

Arguably, one of the principal's most valuable assets is that many of his constituents respect him and will follow his lead. Students, parents, teachers, and administration speak to how caring the school is and that they are a family unit. The team expects that with the groundwork already in place regarding the operations and culture in the building, with intensive support, this principal can expand his focus on academic performance to all aspects of his work.

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
Lana Williams, Ed.D	Dr. Lana Williams has served in various positions in the educational arena during her more than 29-year career. She has served as an assistant principal of curriculum and instruction, a middle school principal, an executive director of secondary schools, chief academic officer, and superintendent. Presently Dr. Williams serves as the owner and operator of the L & E Leadership Services, LLC, where she provides direct support to school administrative teams and specializes in mentoring and coaching teachers.
Todd Tucker	Todd Tucker has served as an Educational Recovery Director at the Kentucky Department of Education (KDE). This position oversees the turnaround efforts of recovery staff and provides direct support to turnaround schools across the state. He is a certified National Institute for School Leadership facilitator. He is also a certified Jim Shipley Systems leadership and classroom systems trainer. Todd has been an educator for 34 years, serving as a middle school teacher, high school principal, Highly Skilled Educator, and Educational Recovery Leader with the KDE.
Vickie Grigson	Vickie Grigson has 37 years of experience in education, serving as a teacher, instructional coach, and principal. Vickie has served as an Educational Recovery Specialist and Leader for the Kentucky Department of Education and continues to work part time as a Lead to conduct Diagnostic Reviews. She has worked with Cognia as a presenter of instructional strategies and best practices in education. She is currently retired and works part-time as a principal mentor in central Kentucky.
Tyler Johnson	Tyler Johnson is currently completing year 10 in education. He presently teaches at Shelby Valley High School located in Pike County. Within his school he serves as the social studies department chair, building assessment coordinator, member of School Leadership Team, member of the Title IV committee, and assistant football coach. He also teaches Advanced Placement (AP) Human Geography, AP European History, and either government/economic or U.S. history. At the district level, he is a member of the social studies standards alignment team and the Pike County Principal Preparation Program. He became the Building Assessment Coordinator early in his career.

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, and their behavior aligns with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

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



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

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed 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.	3

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

Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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

Student Performance Data

School Name: Indian Trail Elementary

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	18	45
	4	24	46
	5	15	45
Math	3	11	38
	4	*	39
	5	5	38
Science	4	*	29
Social Studies	5	19	37
Editing and Mechanics	5	22	47
On Demand Writing	5	14	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished was below the state average in all content areas at all grade levels.
- The percentage of students who scored proficient/distinguished in fifth-grade reading was 15 percent.
- The percentage of students who scored proficient/distinguished in third-grade math was 11 percent.
- The percentage of students who scored proficient/distinguished in fifth-grade math was five percent.
- The percentage of students who scored proficient/distinguished in fifth-grade on demand writing was 14 percent.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	42	38
Percent Score of 60-80	37	28
Percent Score of 100	13	19
Percent Score of 140	6	9

Plus

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

Delta

- Forty-two percent of English Learners (ELs) did not progress on the ACCESS assessment and received zero points.
- Thirteen percent of ELs received 100 points for progress on the ACCESS assessment, which was below the state average.
- Six percent of ELs received 140 points for progress on the ACCESS assessment, which was below the state average.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	18	11	N/A	N/A	N/A	N/A
Female	25	6	N/A	N/A	N/A	N/A
Male	*	18	N/A	N/A	N/A	N/A
African American	23	11	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)	30	20	N/A	N/A	N/A	N/A
Economically Disadvantaged	18	11	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	19	12	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	23	13	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	20	12	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	18	11	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of African American students who scored proficient/distinguished in math was nine percentage points below their white peers.
- The percentage of female students who scored proficient/distinguished in math was lower than all other student groups and was twelve percentage points below their male peers.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	24	*	*	N/A	N/A	N/A
Female	26	*	*	N/A	N/A	N/A
Male	22	*	*	N/A	N/A	N/A
African American	28	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	24	*	*	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	22	*	*	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	33	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	31	*	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	24	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

- The percentage of African American students who scored proficient/distinguished in reading was 28 percent, which was four percentage points higher than the all-student proficient/distinguished score of 24 percent.

Delta

- The percentage of male students and students without an Individual Education Plan (IEP) who scored proficient/distinguished in reading was lower than all other student groups.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	15	5	N/A	19	22	14
Female	15	*	N/A	*	17	12
Male	15	6	N/A	21	27	*
African American	22	10	N/A	22	27	22
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	13	*	N/A	16	18	10
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	17	7	N/A	20	27	15
English Learner Including Monitored	*	*	N/A	25	*	*
English Learner	*	*	N/A	21	*	*
Non-English Learner	20	7	N/A	18	25	16
Non-English Learner or Monitored	20	7	N/A	17	26	17
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	15	5	N/A	19	22	12
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of African American students who scored proficient/distinguished in reading was 22 percent, which was seven percentage points higher than the all-students proficient/distinguished score of 15 percent.

Delta

- The percentage of all students who scored proficient/distinguished in math was five percent compared to the all-students proficient/distinguished score of 15 percent in reading.
- The percentage of economically disadvantaged students who scored proficient/distinguished in reading was 13 percent, which was nine percentage points lower than the 22 percent of African American students who scored proficient/distinguished.

Schedule

Monday, January 9, 2023

Time	Event	Where	Who
3:30 p.m. 5:00 p.m.	Team Initial Meeting Principal Presentation	Hotel Lobby Indian Trail Elementary	Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1	Hotel Meeting Room	Diagnostic Review Team Members

Tuesday, January 10, 2023

Time	Event	Where	Who
7:15 a.m. 7:30 a.m.	Team arrives at institution Principal Interview	School Office Principal's Conference Room	Diagnostic Review Team Members
8:30 a.m.- 5:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Indian Trail Elementary School	Diagnostic Review Team Members
5:45 p.m. – 6:30 p.m.	Team returns to hotel		
6:30 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Meeting Room	Diagnostic Review Team Members

Wednesday, January 11, 2023

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution(s)	Indian Trail Elementary	Diagnostic Review Team Members
9:00 a.m. – 3:45 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Indian Trail Elementary	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Meeting Room	Diagnostic Review Team Members

Thursday, January 12, 2023

Time	Event	Where	Who
8:30 a.m. – 11:30 a.m.	Team Work Session #4	Indian Trail Elementary School	Diagnostic Review Team Members

