Cognia Diagnostic Review Report

Results for:

Jenkins Independent Elementary

January 23-26, 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	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	11
Noncertified Staff	7
Students	18
Parents	7
Total	52

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:

Stakeholders referred to the school as a family. This family atmosphere was evident through informal interactions in classrooms and hallways and in displays of artwork and colorful bulletin boards. Stakeholders consistently said that educators and parents demonstrate commitment and dedication to students. The school tied behavioral expectations to their mascot, Cavaliers, and signs with these expectations, "Caring Attitude, Always Ready, Very Responsible, Show Respect" (CAVS), were posted around the school. Stakeholder interviews consistently showed that the implementation of the Positive Behavioral Interventions and Supports (PBIS) program has significantly improved students' knowledge of and ability to follow classroom rules and behavioral expectations. Observational data supported interview data as it was evident/very evident in 88 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)."

The Diagnostic Review Team learned through observations and stakeholder interviews that the school provides a safe environment. During interviews, parents reported that their children are safe and cared for as individuals. Survey questions about safety confirmed findings from interview data and showed that 100 percent of educators agreed/absolutely agreed with the statement, "At my institution, we think of everyone's safety when making decisions (3)." Also, 89 percent of families agreed/absolutely agreed with the statement, "The adults think about children's safety when making decisions (3)." Student surveys indicated similar results as 89 percent agreed/absolutely agreed with the statement, "The adults make us feel safe (3)." Parents indicated that they feel welcome at the school and that all staff members show concern and keep them informed about their children's physical, social, emotional, and academic well-being. When stakeholders were surveyed and asked to identify which words best describe the school, 84 percent of families chose "welcoming (22)", and 88 percent of students chose "friendly (20)." Families expressed being highly satisfied with communication from the school's leadership and classroom teachers. Stakeholders shared how the school leverages social media, school newsletters, and software applications (e.g., ClassDojo) to update, inform, and stay in touch with families. Additionally, stakeholders stated that school leadership makes personal connections by calling to check on students at home and talking with families when out in the community.

The school has many resources (e.g., funding, academic and emotional support tutors, student mentors, 2:1 technology for students) available to support teaching and learning. Stakeholders identified many recent hardships (e.g., post-pandemic gaps in learning, flooding and significant structural damage to the school, issues with recruitment and retention of personnel) that the school and community have endured. Despite these hardships, stakeholders have united in their focus to improve student learning, with efforts including the creation of partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and Save the Children. Individuals from these organizations provide academic tutoring and social support to students. The Diagnostic Review Team observed students receiving these supports in classrooms and common areas.

The positive school culture, a collaborative atmosphere, and the availability of resources serve as leverage points to help meet established school-wide goals and address improvement priorities. The Diagnostic Review Team reviewed artifacts provided by the school, including the Comprehensive School Improvement Plan (CSIP) goals.

The CSIP goals address increasing student academic proficiency in reading and math and improving school climate and safety. Strategies in the CSIP align to school goals and include developing a systematic approach for designing and implementing a standards-aligned high-quality instructional process. Activities identified in the CSIP to address school goals include professional learning, an instructional monitoring system, a monitoring process to ensure a guaranteed and viable curriculum, and scheduled curriculum meetings. Interviews with school leadership and support staff indicated the school has started to address and focus on curriculum and instruction outlined in the CSIP. However, the team found no evidence to show how the school is currently addressing the CSIP goals.

The Diagnostic Review Team found little evidence showing that the school has engaged stakeholders in a systematic process of continuous improvement. For instance, when asked about expectations for using data to inform instruction or monitor schoolwide progress, teachers could not explain how data are used to make decisions. The team found little evidence that data are being used effectively to evaluate programs or monitor the impact of instructional strategies on student learning. According to the leadership team, the next steps encompass a focus on implementing the curriculum and using data to drive instruction. During educator interviews, stakeholders said that in the past, the continuous improvement plan (i.e., CSIP) involved checking a box for compliance purposes. Stakeholders further reported that the school soon expects to include a 30-60-90-day plan that will increase the fidelity of implementation of school goals.

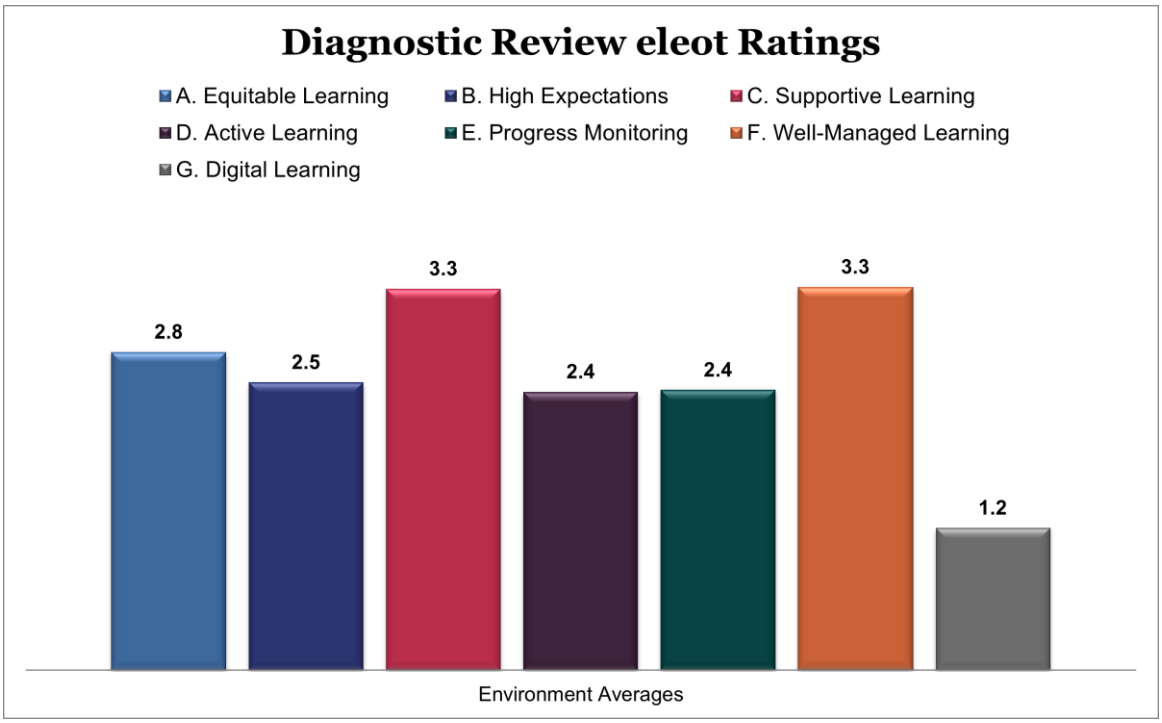
Potential Leader Actions:

- Capitalize on the school's positive climate to support collegiality and collaboration among staff members and school leadership for the effective implementation of professional learning communities (PLCs).
- Provide professional learning for instructional staff on identifying evidence-based strategies and interventions that increase student engagement and promote a rigorous learning environment.
- Develop a system for monitoring and providing meaningful feedback to students to ensure the progress of student learning is monitored.
- Improve instructional rigor and student engagement by implementing a curriculum that is challenging and has attainable goals so that it prepares students for the next 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 16 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	2.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	13%	44%	31%	13%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	6%	75%	19%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	6%	0%	50%	44%
A4	2.1	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.	31%	25%	44%	0%
Overall rating on a 4-point scale:		**2.8**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	19%	13%	56%	13%
B2	2.7	Learners engage in activities and learning that are challenging but attainable.	6%	25%	63%	6%
B3	2.1	Learners demonstrate and/or are able to describe high quality work.	19%	50%	31%	0%
B4	2.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	13%	31%	38%	19%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	25%	13%	63%	0%
Overall rating on a 4-point scale:		**2.5**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	3.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	6%	63%	31%
C2	3.0	Learners take risks in learning (without fear of negative feedback).	0%	19%	63%	19%
C3	3.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	6%	50%	44%
C4	3.6	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	0%	44%	56%
Overall rating on a 4-point scale:		**3.3**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	13%	31%	38%	19%
D2	2.5	Learners make connections from content to real-life experiences.	13%	38%	38%	13%
D3	2.8	Learners are actively engaged in the learning activities.	0%	31%	56%	13%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	56%	19%	25%	0%
Overall rating on a 4-point scale:		**2.4**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	2.1	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	31%	44%	13%	13%
E2	2.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	13%	6%	63%	19%
E3	2.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	6%	6%	81%	6%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	31%	56%	6%	6%
Overall rating on a 4-point scale:		**2.4**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	3.6	Learners speak and interact respectfully with teacher(s) and each other.	0%	0%	44%	56%
F2	3.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	13%	38%	50%
F3	3.1	Learners transition smoothly and efficiently from one activity to another.	0%	13%	69%	19%
F4	3.3	Learners use class time purposefully with minimal wasted time or disruptions.	0%	0%	75%	25%
Overall rating on a 4-point scale:		**3.3**				

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.	81%	13%	6%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	81%	6%	13%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	94%	0%	6%	0%
Overall rating on a 4-point scale:		**1.2**				

eleot Narrative

The Diagnostic Review Team conducted 16 formal classroom observations in all core content classes and several informal observations in common areas and classrooms. The overall ratings for the learning environments, based on a four-point scale, ranged from 1.2 for the Digital Learning Environment to 3.3 for the Well-Managed Learning Environment and the Supportive Learning Environment. The Active Learning Environment and Progress Monitoring and Feedback Learning Environment surfaced as areas to leverage for improvement, each scoring an average of 2.4.

The team observed adults treating students fairly in almost all classrooms and common areas and found that almost all adults treated students with respect. Classroom observational data showed that it was evident/very evident in 94 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." In 100 percent of classrooms, it was evident/very evident that "Learners speak and interact respectfully with teacher(s) and each other (F1)." Additionally, the team observed mostly on-task behavior, contributing to higher ratings for the Well-Managed Learning Environment. For example, students who "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" were evident/very evident in 88 percent of classrooms. The team also observed effective classroom and hallway transitions where students interacted respectfully and efficiently. This finding was corroborated by observational data revealing it was evident/very evident in 88 percent of classrooms that "Learners transition smoothly and efficiently from one activity to another (F3)."

The Diagnostic Review Team observed that instruction was primarily teacher-driven and in many classrooms lacked the rigor necessary to meet grade-level standards; however, students mostly stayed focused on tasks. It was evident/very evident in 69 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." The team observed limited examples of students working together on assignments or activities, as it was evident/very evident in 25 percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Most assignments were not varied or modified to meet the individual needs of students. Instead, students in most classes completed the same assignment. Observational data supported these findings, as it was evident/very evident in 44 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." It was evident/very evident in 57 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)." While it was evident/very evident in 100 percent of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)", learners who are "actively engaged in the learning activities (D3)" were evident/very evident in 69 percent of classrooms.

It was evident/very evident in 57 percent of classrooms that "learners' discussions/dialogues/ exchanges with each other and teacher predominate (D1)", indicating that instruction could be more student-centered and that students have limited opportunities to collaborate and engage in authentic learning. The team also noted in the Progress Monitoring and Feedback Learning Environment that it was evident/very evident in 26 percent of classrooms that "Learners monitor their progress or have mechanisms whereby their learning progress is monitored (E1)." However, in 82 percent of classrooms, it was evident/very evident that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." In addition, learners who are "supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)" were evident/very evident in 94 percent of classrooms. Observational data showed it was evident/very evident in 100 percent of classrooms (and in other areas of the school during informal observations) that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." Connecting with peers and adults is an obvious strength of the school.

Also, the team observed few instances when intentional connections were made to real life to establish the relevancy of the content. For example, in 51 percent of classrooms, it was evident/very evident that "Learners make connections from content to real-life experiences (D2)." The team also noted that instruction seldom included interdisciplinary connections.

When asked, few students could explain the attributes of proficient work. The team observed missed opportunities for students to assess their own performance, identify gaps in their learning, and create learning goals. For example, in 12 percent of classrooms, it was evident/very evident that "Learners understand and/or are able to explain how their work is assessed (E4)." Students could not explain how their work would be graded or the steps they should take to receive a passing grade on the assignment. However, in 87 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or verbalize understanding of the lesson/content (E3)."

Finally, the team observed few instances of students using technology to access the standards. Teachers used technology to provide presentations and videos but not as a tool to enhance student learning for mastery and access to the standards. The overall rating in the Digital Learning Environment was the lowest score of all the environments observed using the eleot tool. In six percent of classrooms, it was evident/very evident that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)." In a few classrooms, the team observed students using their school devices to complete an assignment or access software for practice. In 13 percent of classrooms, it was evident/very evident that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." Furthermore, it was evident/very evident in six percent of classrooms that "Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)."

Potential Leader Actions:

- Improve rigor and engagement in the classrooms by implementing a challenging curriculum with goals that prepare students for the next level.
- Develop a system for monitoring and providing meaningful feedback to students to ensure learning is progressing toward mastery of standards.
- Provide professional learning that addresses planning for high-yield engagement strategies and rigorous questioning in daily lessons.
- Provide job-embedded coaching to help teachers learn how to use data to differentiate instruction.

- Provide professional learning for faculty that focuses on student use of digital tools/technology, promoting collaboration with peers, and designing learning activities that require higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).

Improvement Priorities

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

Improvement Priority 1

Develop and implement a system to ensure that the curriculum and instruction align with the Kentucky Academic Standards (KAS) and ensure rigor, inclusiveness, and relevancy in teaching and learning. Regularly monitor (i.e., weekly or bi-weekly) teaching and learning to determine implementation effectiveness and student growth.

Standard 12: Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

Findings:

The 2021-22 Kentucky Summative Assessment (KSA) data, detailed in the appendix of this report, demonstrates the need to initiate collaborative planning and monitoring to ensure the alignment of curriculum and instruction in all classrooms. A review of data from the 2021-22 KSA for Jenkins Elementary School revealed that 28 percent of third-grade students scored at the proficient/distinguished level in reading, compared to 45 percent for third-grade students statewide. Moreover, 17 percent of fifth-grade students scored at the proficient/distinguished level in social studies, compared to 37 percent statewide. Disaggregated data for third grade revealed 29 percent of economically disadvantaged students and 30 percent of female students scored at the proficient/distinguished level in reading. In fifth grade, 18 percent of economically disadvantaged students scored at the proficient/distinguished level in social studies, and 41 percent scored at the proficient/distinguished level in editing and mechanics. Also, in fifth grade, 17 percent of non-English learners (EL) scored at the proficient/distinguished level in social studies, and 39 percent reached the proficient/distinguished level in editing and mechanics.

Classroom observational, survey, and interview data indicated the absence of a systematic method of data analysis to adjust instruction and address identified student needs. Stakeholder interviews revealed that it has been over a decade since the school has adopted new textbooks. Additionally, interview data showed the school lacks a process or structure for vetting curricular resources.

During interviews, the administration identified a need for processes and structures to address curriculum, instruction, and data analysis. Survey data revealed that 96 percent of educators agreed/absolutely agreed that in the past 30 days, they "used a variety of information to determine learners' progress (20)", and 100 percent of educators agreed/absolutely agreed that "we base our improvement efforts on learners' needs (5)." Interview data and a review of documents and artifacts (e.g., PLC meeting agendas and notes, curriculum maps, Measures of Academic Progress [MAP] data, KSA data, professional development plan) revealed that educators and leaders inconsistently engage in continuous improvement and decision-making processes to strengthen instructional and organizational practices. In interviews, stakeholders acknowledged a need to develop and implement structures and systems to support a continuous, data-driven decision-making process for improvement. The absence of processes and structures impedes the process of building instructional and organizational capacity.

Observational data revealed students have few occasions to learn about each other's backgrounds. Students who "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 (A4)" were evident/very evident in 44 percent of classrooms. Similarly, learners who "make connections from content to real-life experiences (D2)" were evident/very evident in 51 percent of classrooms. A review of lesson plans indicated a lack of embedded real-world connections or inclusive teaching and learning. In addition, the team reviewed

sample lesson plans provided by the school and found formative assessments were included in one small portion of a lesson plan. Also, the team found a lack of consistent feedback provided to teachers about modifying lesson plans or pacing guides based on formative or summative assessment data.

Survey data revealed that 95 percent of educators agreed/absolutely agreed that "we deliver instruction that considers learners' needs, interests, and potential (8)." During interviews, educators and the school leadership stated that although curriculum maps and pacing guides were included as artifacts for the review, these documents need to be updated to align with student needs. Stakeholders addressed the need for systems and tools designed to monitor curriculum and instruction. The team reviewed documents and artifacts such as eleot walkthroughs and the professional learning plan for evidence of improvement in teaching and learning. Although the top two priorities in the professional learning plan are deploying standards-based, explicit instruction and providing data-driven interventions to close academic gaps, interviews and artifacts did not affirm these as priorities. Additionally, student survey results showed that 76 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)."

The team did not find that PLCs are focusing on the differentiation of instruction and student learning or that protocols are guiding and supporting the PLC process. The team observed a need for analyzing data and planning standards-based instruction to become an integral part of the PLC process and the professional learning plan. When asked what type of high-yield instructional strategies are in place, and how the continuous improvement process is working, stakeholders were unable to respond.

Potential Leader Actions:

- Implement a rigorous, guaranteed, and viable curriculum.
- Consistently use data (i.e., weekly, bi-weekly) to implement, adjust, and monitor the PLC process.
- Identify, implement, and regularly monitor (e.g., daily, weekly) evidence-based instructional strategies to address individual learner needs.
- Use data (e.g., formative assessments, summative assessments) frequently in all classes to align curriculum and instruction to meet students' academic needs.
- Develop and monitor components of a comprehensive plan (e.g., deconstructed standards, success criteria, assessments, activities, materials) that guarantees appropriately rigorous instruction to prepare students for their next level of learning.

Improvement Priority 2

Implement and regularly monitor an instructional process (e.g., instructional expectations, lesson design, data-driven instruction) that includes providing actionable and timely feedback to instructional staff.

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

Findings:

Observational and interview data revealed the school has not established an instructional process that holds students to high expectations and uses learner-centered practices. For example, the overall average rating for the High Expectations Learning Environment was 2.5 on a four-point scale. Classroom observational data showed it was evident/very evident in 31 percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." Also, it was evident/very evident in 57 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)." Observational, interview, and stakeholder perception data validated that students have few opportunities to engage in personalized and differentiated learning. When asked to choose phrases that best describe what learning looks like most of the time in classes, 53 percent of students chose "do the same work as everyone else"; 64 percent selected "complete worksheets"; and 68 percent chose "listen to teacher talk (21)." Observational data supported these student survey results as it was evident/very evident in 44 percent of classrooms that students "engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

While observational data showed that students are not consistently engaging in rigorous coursework, discussions, or tasks that require higher order thinking, family and educator surveys indicated that high expectations exist. For example, 85 percent of families agreed/absolutely agreed that adults "have high expectations for learning (10)", and 100 percent of educators agreed/absolutely agreed that "At my institution, we uphold high expectations for learning (12)." In addition, 87 percent of educators agreed/absolutely agreed that "we provide an instructional environment where all learners thrive (9)." Conversely, the team observed a lack of learner-centered practices for students, observing mostly whole group instruction with students working independently on the same low rigor assignments. The discrepancy between findings from surveys and classroom observations illustrates a need for a common understanding of students' academic needs.

Although stakeholders reported that they recently used different methods to capture and store data such as learning checks, Standardized Testing and Reporting (STAR) and MAP data, and student data binders, a review of the artifacts provided no explanation of how these data are collected and analyzed for improving student achievement. The team examined the Elementary Map Data Organizer 2022-23, which displayed MAP scores by teacher and was color-coded for proficiency level but did not find evidence of these data being used to impact lesson design or instruction. The school provided several examples of norm-referenced data analysis; however, it was unclear how these documents guide teachers' individual instructional techniques. Also, the team did not find evidence of teacher analysis of formative and summative achievement data to guide potential modifications of curriculum maps and instruction.

The Diagnostic Review Team was unable to identify consistently implemented strategies to analyze data and use findings to inform decision-making for school improvement. Artifacts (e.g., winter classroom walkthroughs conducted by the principal, presentations of KSA data to the Board) were shared with the team; however, these did not show evidence of protocols or root cause analysis to determine the next steps for increasing student learning or improving teacher practices. Interviews indicated the school has emphasized building the school's culture and improving the learning environment. This sense of community is a foundational piece for building an academic culture that uses data to inform instructional decisions.

Although stakeholders cited the low student-teacher ratio as a positive for meeting students' individual needs, a review of the artifacts revealed a lack of individualized learning plans for intervention or enrichment. The school shared the MAP Student Growth Summary Report for math and reading, but the team did not find evidence at the

school or district level to show that an analysis of individual student performance data had occurred. More specifically, data notebooks contained student work samples but did not reflect an analysis of individual student goals over time to show growth toward or mastery of learning targets.

Students scored significantly below the state average in all reported content areas and grade levels on the 2021-22 KSA, reflecting the lack of a rigorous learning environment focused on learner-centered practices. Interview data indicated that student behavior, which previously was disruptive and impeded instruction, has improved this year. Observational data confirmed the Well-Managed Learning Environment as one of the highest scoring environments with an overall average score of 3.3. The team believes improvements in the learning climate provide a leverage area for the school to focus on more effective teaching and learning.

Observational data indicated the need for leaders and teachers to collect and analyze data and use those findings to inform adjustments to instruction and meet students' learning needs. Stakeholder interviews revealed that data-informed systems are not part of schoolwide instructional expectations and that teachers do not receive personalized professional learning or the coaching needed to design lessons linked to standards, learning targets, and scaffolding. The team found a need for teachers to be trained on how to use data to address their professional learning needs. Although some assessment data are being analyzed and used to develop instructional reading groups, the team recommends using data to develop effective, engaging instruction aligned with the KAS in all content areas.

The Diagnostic Review Team found little evidence that the school engages stakeholders in a systematic collaborative process of continuous improvement. PLC agendas and notes indicate these sessions tend to focus on tasks and items that could be discussed in other settings. The CSIP mentions using the Plan, Do, Study, Act model in PLCs, but documents and artifacts do not corroborate the active implementation of this model.

Potential Leader Actions:

- Provide professional learning on evidence-based strategies and lesson design (e.g., learning targets with relevancy, success criteria aligned to standards, checks for understanding, effective feedback, guided practice) and monitor for fidelity and effectiveness of implementation.
- Implement and use an established structure for PLCs (e.g., provide clear learning intentions, analyze formative and summative data, plan intervention and extension activities as needed).
- Collaborate with stakeholders to develop a common language and understanding about instructional expectations for all students.
- Support teachers in using data consistently and frequently to adjust core instruction to meet the individual needs of students.

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
Shawn Berry Clark	Dr. Shawn Berry Clark has 22 years of experience in education. She has taught at the early childhood and elementary levels, served as an administrator at a middle school for over a decade, and worked at the district level in curriculum and instruction for five years. Dr. Clark has worked as a transformation coach in South Carolina (SC) for almost six years, supporting school improvement efforts for schools at all grade levels. In addition to serving public schools, Dr. Clark has consulted with districts across the country regarding the work of authentic PLCs and is an adjunct professor for universities, supervising education interns at both the undergraduate and graduate levels. Currently, she is a lead transformation coach for the SC Department of Education for a regional area supporting a team of coaches and leading school improvement efforts across several schools.
Debbie (Sims) Bustle	Debbie Sims serves as an Educational Recovery Leader for the Kentucky Department of Education. Her work focuses on creating and implementing sustainable systems for advancing student achievement. She has been a public educator for 31 years. Her career started as a middle school educator. She taught seventh- and eighth-grade social studies for 12 years, served as an assistant principal for three years, and led a school as principal for 10 years.
Beth Lee	Beth Lee has 36 years of experience in education as a teacher, math coach, instructional coach, assistant principal, principal, and district director of curriculum and assessment. She has served at the district and school level with a focus on improving instruction in low-performing schools in both rural and urban settings. Beth has also worked as a math consultant and presented at the national and state levels regarding innovative practices in education. She is currently serving as an Educational Recovery Leader in Kentucky.
Emmanuel Anama-Green	Dr. Emmanuel Anama-Green serves in the world languages department of Harlan County Public Schools in eastern Kentucky, and he is also an adjunct instructor at the University of the Cumberlands. Dr. Anama-Green has been a public school educator for world languages and English learners for 14 years. He has mentored new teachers and has served on many school and state-level committees.
Debbian James	Debbian James has over 10 years of experience in education as a middle and high school teacher and department chair. Currently, she serves as an engagement specialist with the professional learning team at Cognia. Using current educational knowledge and expertise, her work focuses on delivering quality and relevant professional learning experiences to institutions.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	**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.	**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.	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.	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.	**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.	**2**

Student Performance Data

School Name: Jenkins Independent School Elementary (Jenkins Elementary)
2021-22 Kentucky Summative Assessment Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	28	45
	4	*	46
	5	*	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	17	37
Editing and Mechanics	5	39	47
On Demand Writing	5	*	33

Plus

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

Delta

- In third grade, 28 percent of students scored at the proficient/distinguished level in reading, compared to 45 percent statewide.
- In fifth grade, 17 percent of students scored at the proficient/distinguished level in social studies, compared to 37 percent statewide.
- In fifth grade, 39 percent of students scored at the proficient/distinguished level in editing and mechanics, compared to 47 percent statewide.

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 Kentucky Summative Assessment Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	28	*	N/A	N/A	N/A	N/A
Female	30	*	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)	28	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	29	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	25	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	28	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	28	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	28	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- In reading, 28 percent of all third-grade students scored at the proficient/distinguished level.
- In reading, 30 percent of third-grade female students scored at the proficient/distinguished level.
- In reading, 29 percent of third-grade economically disadvantaged students scored at the proficient/distinguished level.

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

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

Plus

- Student performance data were suppressed for public reporting.

Delta

- Student performance data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	*	*	N/A	17	39	*
Female	*	*	N/A	*	*	*
Male	*	*	N/A	25	44	*
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	18	41	*
Economically Disadvantaged	*	*	N/A	18	41	*
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	19	44	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	17	39	*
Non-English Learner or Monitored	*	*	N/A	17	39	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	18	36	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- In fifth grade, 17 percent of all students scored at the proficient/distinguished level in social studies.
- In fifth grade, 25 percent of male students scored at the proficient/distinguished level in social studies.
- In fifth grade, 18 percent of economically disadvantaged students scored at the proficient/distinguished level in social studies.
- In fifth grade, 39 percent of all students scored at the proficient/distinguished level in editing and mechanics.
- In fifth grade, 44 percent of male students scored at the proficient/distinguished level in editing and mechanics.
- In fifth grade, 39 percent of non-English learner students scored at the proficient/distinguished level in editing and mechanics.

Schedule

Monday, January 23, 2023

Time	Event	Where	Who
4:00 p.m. – 7:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 24, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:55 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 25, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:55 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 26, 2023

Time	Event	Where	Who
9:00 a.m. – 11:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members