Cognia Diagnostic Review Report

Results for:

Wolfe County Schools

February 6-9, 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	6
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	1
Certified Staff	7
Noncertified Staff	7
Students	39
Parents	15
Total	76

Performance Standards Evaluation

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

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

Insights from the Review

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

Strengths and Continuous Improvement:

The district demonstrated strengths across multiple areas related to student well-being, academic success, and a desire to support continuous improvement, as evidenced by interviews, survey results, classroom observations, and a review of artifacts and documents. Stakeholder interviews and artifacts revealed that the overall culture of the district was characterized by a family atmosphere and that adults in the district made it a priority to maintain a child-centered, safe, and caring environment. The district vision statement was "To Care, To Teach, To Learn," and the mission statement was "Every Wolfe County Student is College or Career Ready." The stakeholders universally articulated a commitment to children, to each other, to the community as a whole, and to Red River Valley Elementary School. This commitment was evidenced by the provision of both academic and non-academic support.

Openness, respect, compassion, and inclusion of students were the foundational priorities of the district's guiding practices. Stakeholders identified the district as a community of pervasive and generational poverty. Additionally, more than three out of four adults are impacted by chronic unemployment. Generations of families remain in the county despite the economic impact because of their connection with the school district. Stakeholders described the role of the district in the community as a "hub" of county activity.

Family and student interview data indicated the district and elementary school, including the school's academic programs, staff members, and activities played a role in their daily lives. Stakeholder interviews showed a growing awareness of the impact of the Comprehensive Support and Improvement (CSI) designation, and many articulated a need to do better. Interview data revealed that parents were willing to assist but needed to know what is happening and how they can support learning more consistently in school and at home.

Stakeholders identified teacher recruitment and retention as district strengths. Staff members have stability and longevity at the school and across the district. The leadership team similarly demonstrated a lengthy tenure in their current roles. Board members have served for multiple terms and often, of late, run for re-election unopposed. Board members referenced the district culture as a setting no longer driven by petty, individual political agendas.

Educator survey data signified a culture of caring and respect. It was agreed/absolutely agreed by 93 percent of educators that "At my institution, we make learners, families, and each other feel welcomed (1)." Likewise, 92 percent of educators agreed/absolutely agreed that "At my institution, we treat learners, families, and each other with respect (2)."

The district cited evidence of a strong, vibrant grant-based program to support budgetary needs to fill staffing gaps. Grant funding was leveraged to help improve access to a variety of instructional supports and mitigate the effects of poverty on learning. The district identified nutrition as a key element in aiding students and families. The consistent support provided by the district established a high degree of trust and confidence in the district's direction.

Stakeholders valued the current vision and mission statements and welcomed the opportunity to collaborate and to help address the district's future CSI needs, including the implementation of continuous improvement

processes, curricular alignment, development of professional learning communities (PLCs), and parent training on content while continuing to remain focused on meeting students' non-academic needs.

The team found a culture of caring at the school. The community supported the school unconditionally, with relationships built on a foundation of trust and respect. The district leader recognized the vital and essential role the school district plays in the lives and future of Wolfe County students, families, and the community. District leadership had made supervisory assignment changes in December 2022, prior to the Diagnostic Review, to better support the students, staff, and community. The Board and superintendent displayed a level of confidence they would be able to continue the commitment to their mission and vision statements.

Although the school had established a network of solid partnerships to meet the non-academic needs of children, interviewees indicated a need to improve and a desire to participate in the improvement process and to support learning goals. The district lacked a continuous improvement system that went beyond a philosophical agreement. Stakeholders, while using varying terminology, identified the need to address a systemwide instructional gap. Implementation of clear, articulated continuous improvement processes, with input from a broad range of stakeholders, was desired but lacked fidelity of implementation or design. The communication of improvement activities was not aligned with the district's vision and mission statement. The district leader made an administrative assignment change and transferred a new principal to the school in December 2022. The lines of communication were inconsistent in explaining the rationale for this change and how future continuous improvement processes will be developed to support teaching, learning, and instruction.

Stakeholder interviews revealed that the 30-60-90-day plan, the school's Comprehensive School Improvement Plan (CSIP), and the Comprehensive District Improvement Plan (CDIP) were written in isolation and without stakeholder input. Parent interviews yielded limited awareness that standardized testing would occur via an online platform, and parents did not have an opportunity to adequately support the successful administration of these assessments. During interviews, some parents reported that they were unaware of a schedule change to facilitate PLC implementation. Some stakeholders indicated a level of concern regarding the administration's failure to provide a rationale for recent schedule and instructional assignment changes; however, they reported that they had complied with the directives. Students, staff, and parents consistently cited communication gaps as both a historic and growing concern at the school.

Evidence identified expectations for administrators, but roles and responsibilities, deadlines, and action items needed to be clarified and were often reactive rather than proactive. The team found vague expectation statements and left supervisory interventions up to interpretation. Timelines to improve instruction were developed without stakeholder input and consequently interfered with high value, deep learning initiatives. Many stakeholders reported being unclear about why the school was designated as CSI, how the district will address these deficiencies, and what impact these interventions may have on existing staff members, schedules, and learners. Interview data indicated a need to implement a continuous improvement process to improve instruction, achievement, and student growth. Additionally, the team noted the need to establish intervention strategies, monitor content delivery, align the curriculum with standards, and deploy resources with stakeholder input. Limited stakeholder engagement in the development of continuous improvement plans, PLC frameworks, and other academic interventions can potentially erode the established trust of the community and impact years of success. The team identified the need for an effective, clear, and continuous improvement process as a priority.

District leaders expressed a need to develop a process for using data to drive instruction. Data currently exists but were not discussed, shared, or cultivated as a tool to drive the implementation of a rigorous, aligned curriculum. Student survey data indicated learners were instructed primarily through teacher talk. Survey data showed that 60 and 56 percent of elementary students selected the phrases "listen to teacher talk" and "complete worksheets", respectively, in response to the question, "Which four phrases best describe what the learning looks like most of the time in your classes (21)."

Additionally, the district has not developed a comprehensive system to evaluate programs and processes designed to coach and mentor professional staff, monitor professional development activities, and use findings to drive and augment teaching and learning.

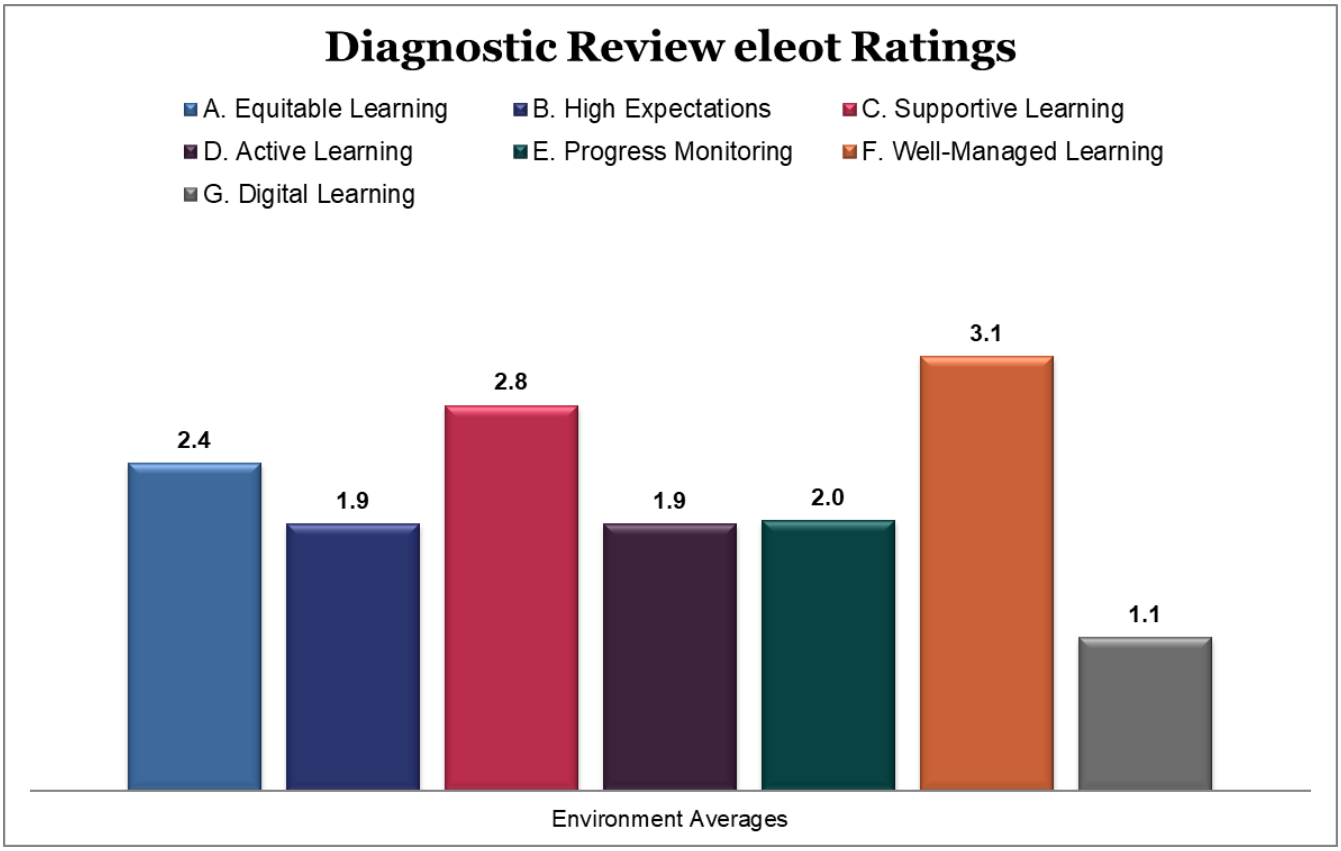
Potential Leader Actions:

- Ensure that written, clear, and concise communication occurs with all stakeholders about the effectiveness of initiatives related to the achievement of identified goals.
- Establish and communicate a formal plan to implement distributive leadership. Include rationales and desired outcomes, and embed authentic opportunities that are real-time and measurable and create a timeline for successful implementation with regular monitoring.
- Design a process to ensure consistent curriculum implementation across all content areas and grade levels.
- Develop and implement a plan for consistent monitoring, evaluation, and adjustment of programs, processes, and progress toward academic goals.

Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 12 classroom 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	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	50%	33%	17%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	25%	33%	33%
A3	3.8	Learners are treated in a fair, clear, and consistent manner.	0%	0%	25%	75%
A4	1.2	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.	83%	17%	0%	0%
Overall rating on a 4-point scale:		**2.4**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	33%	50%	17%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	17%	50%	33%	0%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	42%	50%	8%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	17%	67%	17%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	17%	67%	17%	0%
Overall rating on a 4-point scale:		**1.9**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	33%	42%	25%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	33%	42%	25%	0%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	25%	67%	8%
C4	3.5	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	8%	33%	58%
Overall rating on a 4-point scale:		**2.8**				

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.	25%	42%	17%	17%
D2	1.5	Learners make connections from content to real-life experiences.	58%	33%	8%	0%
D3	2.4	Learners are actively engaged in the learning activities.	0%	58%	42%	0%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	58%	33%	0%	8%
Overall rating on a 4-point scale:		**1.9**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	25%	58%	17%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	58%	42%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	25%	42%	33%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	67%	25%	8%	0%
Overall rating on a 4-point scale:		**2.0**				

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%	42%	58%
F2	3.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	8%	25%	67%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	17%	25%	42%	17%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	0%	42%	33%	25%
Overall rating on a 4-point scale:		**3.1**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	83%	8%	8%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	92%	8%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4-point scale:		**1.1**				

eleot Narrative

The Diagnostic Review Team completed 12 classroom observations. The team also conducted informal observations in non-core content classrooms and common areas. Based on the compilation of the observational results, the Digital Learning Environment received the lowest score, a 1.1 based on a four-point scale. Conversely, the Well-Managed Learning Environment received the highest score of 3.1.

One strength identified by the team was how adults treated students. The team found that it was evident/very evident in 100 percent of classrooms that “learners are treated in a fair, clear, and consistent manner (A3)”, which was the highest rated indicator. In 66 percent of classrooms, it was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” While the team observed students being treated fairly and consistently, it was evident/very evident in zero percent of classrooms that “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 (A4).”

Interactions between students and peers and students and teachers emerged as a strength. It was evident/very evident in 67 percent of classrooms that “learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)”, and evident/very evident in 75 percent of classrooms that “Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3).” Learners who “demonstrate a congenial and supportive relationship with their teacher (C4)” were evident/very evident in 91 percent of classrooms. However, it was evident/very evident in 25 percent of classrooms that “Learners take risks in learning (without fear of negative feedback) (C2).”

As noted above, the highest rated area was the Well-Managed Learning Environment, in which it was evident/very evident in 100 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” In addition, it was evident/very evident in 92 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

Observational data demonstrated a need for more challenging, engaging, or rigorous learning opportunities. The High Expectations Learning Environment scored an overall rating of 1.9. Instances in which “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 17 percent of classrooms. In addition, learners who “engage in activities and learning that

are challenging but attainable (B2)" were evident/very evident in 33 percent of classrooms. Instances where "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" and "take responsibility for and are self-directed in their learning (B5)" were evident/very evident in 17 percent of classrooms. Observational data also showed that learners "able to demonstrate and/or able to describe high quality work (B3)" were evident/very evident in eight percent of classrooms. The evidence did not indicate that students were exposed to learning opportunities that promote higher order thinking. In addition, the team observed few instances of differentiated learning, as it was evident/very evident in 17 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

The Active Learning Environment was also an area of concern, with an overall score of 1.9. It was evident/very evident in 34 percent of classrooms that "learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)" and evident/very evident in eight percent of classrooms that "Learners make connections from content to real-life experiences (D2)." It was also evident/very evident in 42 percent of classrooms that "Learners are actively engaged in the learning activities (D3)." Additionally, it was evident/very evident in eight percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)."

Observational data revealed a need for more opportunities for learners to monitor their own progress or learn from feedback. For example, it was evident/very evident in 17 percent of classrooms that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and evident/very evident in 42 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." In addition, while i-Ready for grades kindergarten and one and IXL reading and math for grades two through six are used by teachers to monitor student progress, the observational data also showed that it was evident/very evident in 33 percent of classrooms that "learners demonstrate and/or verbalize understanding of the lesson content (E3)" and evident/very evident in eight percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)."

Observational data showed a lack of students using technology to promote collaborative and high-quality student learning. Technology was primarily used for informational purposes or for demonstrations. It was evident/very evident in eight percent of classrooms that "learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)" and evident/very evident in zero percent of classrooms that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." It was also evident/very evident in zero percent of classrooms that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)."

Potential Leader Actions:

- Leverage PLC collaboration time to analyze data to inform instruction and provide professional learning opportunities for teachers on high-yield instructional practices and differentiation strategies based on student needs.
- Provide coaching and support in classrooms for implementing high-yield instructional practices and differentiation strategies for student learning.
- Create a monitoring schedule for observing the implementation of instructional expectations related to high-yield instructional best practices.

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

Engage all professional staff members in designing, communicating, implementing, monitoring, and adjusting a formalized continuous improvement process to engage all stakeholders in the use of data to drive all district decision-making (e.g., evaluate processes and programs, improve teacher effectiveness and student achievement).

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

Findings*:*

Stakeholder interviews, surveys, and evidence revealed minimal school based decision-making (SBDM) council input in the development of plans to improve instructional delivery and student learning. Interviews with board members and parents confirmed a willingness to engage in continuous improvement planning. Parents expressed a desire to participate in the continuous improvement process. Inclusion of parent stakeholders in this process, coupled with existing parent engagement activities, will facilitate a deeper level of parental understanding and ability to better support learning for all students.

A review of the documents and artifacts showed that additional staffing and funding were provided to the school for the 2022-23 academic year. For example, the district provided multiple part-time intervention staff members to support targeted student academic needs. Additional intervention staffing levels may be required to support continuous improvement protocols. The funding for these part-time positions was tied to a number of grant funding streams, such as Save the Children and a newer grant-authorized program, Rural Partners for Education (RPE). RPE will provide external data coordinators for each building. A district leadership team member confirmed during the interview process that RPE funding had been approved, and the data support will begin shortly across the district. Also, an additional grant-funded 100-day veteran teacher was assigned to the school to support instruction. The district provided evidence and artifacts to deploy teacher leaders to provide instructional support in grade bands K-2, 3-4, and 5-6 and content-specific areas in middle and high school.

Interview data and classroom observational data indicated that student performance data were collected but not used to drive instructional decisions. The absence of a comprehensive process to administer, collect, analyze, and use data as a catalyst for continuous improvement was evident during interviews.

The percentage of female students in grade three scoring at the proficient/distinguished level in reading on the 2021-22 Kentucky Summative Assessment (KSA) was 46 percent compared to 45 percent statewide. The percentage of male students in grade four scoring at the proficient/distinguished level in science on the 2021-22 KSA was 31 percent compared to 29 percent statewide. Likewise, the percentage of students in grade four scoring at the proficient/distinguished level in science on the 2021-22 KSA was 22 percent compared to 29 percent statewide.

Stakeholder interviews revealed PLCs had not progressed past the collegial conversation stage, and these conversations began in January 2023. Additionally, stakeholder interviews revealed a need for a deeper understanding of what constitutes an effective PLC and PLC goals. Stakeholder interviews revealed that the school did not meet the timeline for completing the CSIP. Interviews also indicated that there is a lack of oversight and monitoring by the district of the continuous improvement process.

Plans such as the CDIP and the 30-60-90 Day Red River Valley Elementary School Improvement Plan were created by the district-level team and lacked evidence of diverse stakeholder input. The purpose of these plans had not been communicated to staff, and the plan was not distributed to school personnel. Stakeholder surveys revealed 80 percent of families agreed/absolutely agreed with the statement that school staff “are committed to trying new things to improve the school (6).” The parent interview statements were consistently supportive of the district's mission and vision and indicated a commitment to improving learning.

Stakeholders who were interviewed stated that the district had the results of the KSA for the school, but there was limited evidence to support that the data had been disseminated to the school or used to drive instructional discussions to improve teaching and learning. Parent interviews identified that assessments, such as i-Ready, had been administered and shared; however, the data did not include an explanation of the results or strategies for improvement of learning.

The team recommends increased engagement of all stakeholders to develop a comprehensive continuous improvement process.

Potential Leader Actions:

- Engage professional staff to collaboratively develop a process to monitor data to inform the use of high-yield, deeper learning instructional strategies.
- Provide professional development on using data to drive and adjust instruction and evaluate processes and programs.
- Use data consistently, across all schools and in all classrooms, to design instruction that meets students' individual academic needs and aligns with the rigor of the KAS.
- Provide ongoing support and monitoring as schools refine their skills in using data to modify instruction.

Improvement Priority 2

Implement, monitor, and adjust curriculum and evidence-based instructional practices that are aligned with the Kentucky Academic Standards (KAS).

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

Findings:

The district established a multi-year commitment to mitigating the impact of poverty, hunger, and social-emotional obstacles to learning. Stakeholder interviews and evidence revealed a long-range plan to ensure every Wolfe County student was college- or career-ready. The district leader provided evidence of six academy programs to support exit criteria at the conclusion of grade 12. Academy programs included a traditional approach to curriculum delivery, a Wave Academy designed for students with virtual capacity in an online setting for secondary learners in grades eight to 12, a Bridge Academy for students who have had some interferences with credit accrual leading to graduation status, a Success Academy for students who have had substantial interference with progress in completing curriculum/coursework, an Early College Academy for students with heightened proficiency in balancing their secondary curriculum needs, a collegiate instructional path leading to an associate's degree(s), and finally a Career Tech Academy for students with pathways to industry certifications. The 13-year commitment to graduation produced consistent success and pride across the community.

Concurrently, survey data showed that 86 percent of elementary students agreed/absolutely agreed with the statement, "The adults help us believe we can do things (5)." Stakeholder survey data revealed that 91 percent of educators agreed/absolutely agreed that "at my institution, we deliver instruction that considers learners' needs, interests, and potential (8)" and 81 percent of families agreed/absolutely agreed that "In the past 30 days, my child had instruction that was changed to meet their needs (15)." Staff, parent, and student engagement is an engrained norm at the school and the district.

While the district established a "portrait of a graduate" and an engaged, family-centered environment approach, much work is needed at the school relative to the development, implementation, alignment, and supervision of curriculum and instruction. Stakeholder interviews demonstrated the district had failed to monitor and adjust the implementation of the KAS since 2019. In addition, most professional staff interviewed did not acknowledge that the school curriculum was aligned with outdated standards. A review of documents and artifacts identified that a pacing guide existed; however, it was not aligned with the KAS and lacked clarity for learning.

Stakeholder interviews revealed that although there was now a curriculum supervisor who also serves as a district leader, the position had not been staffed since the previous administrator retired over three years ago. Only recently had duties been re-assigned to a newly appointed assistant superintendent. Considering the recent changes impacting the school and the need for communicated expectations, there is uncertainty among some building-based staff and parents about who had the authority and responsibility to make decisions moving forward. Stakeholder interviews revealed that data were primarily used to satisfy grant requirements and secure funding for the preservation of existing and needed instructional supports.

Artifacts detailed a PLC structure that had begun to be implemented in January 2023 and continued to be refined. The district leader and a leadership team member discussed key personnel with a comprehensive understanding of PLC protocols who will lead this effort. The establishment of a PLC process represented an opportunity to provide immediate support to meet the curricular needs of the instructional staff and positively impact student learning.

Educator interviews and classroom observations identified a need for a robust model of staff observation and feedback to improve curricular alignment and impact student achievement. The district leadership team and board

members were visible in school buildings and occasionally visited classrooms. However, the team found little evidence of these classroom observations being translated into a meaningful discussion about instruction.

The district leadership identified a need to focus attention on the horizontal and vertical alignment of the curriculum. However, prior to alignment with the KAS, the Diagnostic Review Team recommends that stakeholders engage in standards deconstruction work.

Potential Leader Actions:

- Create and implement a data-driven PLC protocol to guide instruction and improve professional practice and provide support for implementation and refinement.
- Establish clear expectations for classroom data to be used to align curriculum and instruction to meet students' academic needs.
- Implement professional development to deconstruct the KAS to provide clarity for teaching and learning, leading to vertical and horizontal alignment of the curriculum.
- Document a method to monitor the implementation of a rigorous curriculum aligned to the KAS.

Your Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

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

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

District Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the functioning and capacity of the district to determine its ability to manage an intervention in each school identified for comprehensive support and improvement (CSI). As outlined in 703 KAR 5:280, Section 4, the determination of the district's level of functioning and ability is based on an assessment of capacity in the following areas:

- The district demonstrates maintenance and communication of a visionary purpose and direction committed to high expectations for learning as well as shared values and beliefs about teaching and learning;
- The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness;
- The district establishes a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement;
- The district ensures that systems are in place for accurate collection and use of data;
- The district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and
- The district ensures that a comprehensive assessment system, which generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement, is implemented.

Following its review of extensive evidence and in consideration of the factors outlined above, the Diagnostic Review Team submitted the following assessment regarding the district's capacity to the Commissioner of Education:

☒ It is the consensus of the diagnostic review team that the district has the capacity to manage the intervention in each school identified for CSI.

☐ It is the consensus of the diagnostic review team that the district requires intensive support in order to successfully manage the intervention in each school identified for CSI.

☐ It is the consensus of the diagnostic review team that the district does not have the capacity to successfully manage the intervention in each school identified for CSI.

It is the consensus of the Diagnostic Review Team that the Wolfe County School District has the capacity to manage the intervention in the Comprehensive Support and Improvement (CSI) school, Red River Valley Elementary School.

The superintendent has clearly established a mission and vision that is known and embraced by most stakeholders, "To Care, To Teach, To Learn." The school district and community fully embrace a culture of caring. The superintendent acknowledges that it is his responsibility to ensure that "To Teach, To Learn" is ingrained in the continuous improvement process and is implemented with efficacy and to communicate subsequent progress to all stakeholders. The district regularly reviews the vision and mission statements within the constructs of the annual handbook and calendar committee meetings. These committees routinely include staff members, district leaders, board members, community leaders, students, and parents.

The superintendent has assigned several district leadership team members as school liaisons to provide a structure of support for each school. This assignment comes with vague expectations of school and principal support. Liaisons' responsibilities include, but are not limited to, supporting the school, addressing principal and

school needs, and conducting classroom walkthroughs. Although there are some established expectations, the directives lack clarity. Additionally, the superintendent has provided some guiding principles for school-level administrators, but the structure and frequency of these duties and responsibilities lack specificity and expectations for monitoring and reporting. The superintendent would be well served to establish clear, concise, and formally communicated expectations regarding structure, documentation, and reporting for the liaisons, principals, and teacher leaders.

The district has established quality partnerships with numerous organizations and entities to support teaching and learning. Organizations such as Kentucky Valley Educational Cooperative (KVEC) and Kentucky Educational Development Corporation (KEDC) provide professional support to staff members. Moreover, the district has partnered with Mercy Chefs, Save the Children, Wolfe County Head Start, Gear-up, Partner for Rural Impact, Hazard Community and Technical College, and many local organizations to support the academic and non-academic needs of the students. The district is to be commended for its efforts to find additional resources to support schools.

Finally, the district utilizes many programs and staffing positions to support schools, teaching, and learning. Schools implement programs, such as Renaissance Star reading and math, IXL, and i-Ready, that produce a variety of data. The school liaisons and building principals are expected to conduct walkthroughs and support professional learning communities. Evidence does not support the implementation of these events with fidelity. Although a large amount and variety of data are collected, there is a lack of evidence of a system for monitoring and evaluating practices and programs. The team recommends that the superintendent develop and implement a system to monitor and evaluate the district leadership team members and principals as they carry out the initiatives set forth.

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
Robert Breidenstein	Robert Breidenstein has 32 years of experience in education, having served as a school counselor, assistant principal, principal, director of special education, assistant superintendent for pupil services, and the superintendent of the Salamanca City School District in New York. Robert received national certification as superintendent. He has functioned as an educational turnaround specialist in rural, suburban, and small city school districts. In addition to working as an administrator, Robert has been an advocate, presenter, and leader at the national, state, and local levels. He is retired and serves as a Lead Evaluator with Cognia and consultant with WozEd and InkLabs.
Tim Huddleston	Tim Huddleston currently serves as an Educational Recovery Leader for the Kentucky Department of Education, serving Additional Targeted Support and Improvement (ATSI) schools. During his 29-year career in education, he served as a middle school classroom educator, high school assistant principal, middle school and high school principal, and school improvement specialist. He has completed the school improvement specialist (CSIS) and National Institute of School Leadership programs (NISL).
Colleen Leitner	Colleen Leitner is in year 13 working in public education, serving as a high school science teacher and academic instructional coach for Jefferson County Public Schools in Louisville, Kentucky. As an Educational Recovery Specialist for the Kentucky Department of Education, Dr. Leitner serves at Thomas Jefferson Middle School in Jefferson County and on the Turnaround Leadership Competencies Networked Improvement Community for the Central Region.
Lucy Moore	Lucy Moore spent her 45-year career in education in the Rowan County School System. She taught business education and English, prior to moving to an administrative and supervisory role. Lucy served as an elementary and secondary principal, and director of pupil personnel. She has served in leadership roles for several professional organizations. She has been a member of accreditations teams and a District Diagnostic Review team member for Cognia.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	**2**
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	**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.	**1**

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**
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	**3**

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	**2**
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	**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**

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
15. Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.	Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.	Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.	Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.	**2**

Key Characteristic 3: Engagement of Learning

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

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

Key Characteristic 4: Growth in Learning

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

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	**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: Red River Valley 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	39	45
	4	*	46
	5	*	45
	6	27	44
Math	3	*	38
	4	*	39
	5	*	38
	6	*	38
Science	4	22	29
Social Studies	5	*	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of third-grade students scoring proficient/distinguished in reading on the 2021-22 KSA was 39 percent, compared to 45 percent statewide.
- The percentage of sixth-grade students scoring proficient/distinguished in reading on the 2021-22 KSA was 27 percent, compared to 44 percent statewide.
- The percentage of fourth-grade students scoring proficient/distinguished in science on the 2021-22 KSA was 22 percent, compared to 29 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 (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	39	*	N/A	N/A	N/A	N/A
Female	46	*	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)	35	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	35	*	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	46	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	39	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	39	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	39	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

- The percentage of third-grade female students scoring proficient/distinguished in reading on the 2021-22 KSA was 46 percent compared to 45 percent statewide.

Delta

- The percentage of third-grade white students scoring proficient/distinguished in reading on the 2021-22 KSA was 35 percent compared to 39 percent for all students.
- The percentage of third-grade economically disadvantaged students scoring proficient/distinguished in reading on the 2021-22 KSA was 35 percent compared to 39 percent for all students.

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	*	*	22	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	*	*	31	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)	*	*	22	N/A	N/A	N/A
Economically Disadvantaged	*	*	27	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	*	*	22	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	22	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	*	*	22	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 fourth-grade male students scoring proficient/distinguished in science on the 2021-22 KSA was 31 percent compared to 29 percent statewide.

Delta

- The percentage of all fourth-grade students scoring proficient/distinguished in science on the 2021-22 KSA was 22 percent.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	*	*	N/A	*	*	*
Female	*	*	N/A	*	*	*
Male	*	*	N/A	*	*	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	*	*
Economically Disadvantaged	*	*	N/A	*	*	*
Non-Economically Disadvantaged	*	*	N/A	*	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	*	*	N/A	*	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	*	*	*
Non-English Learner or Monitored	*	*	N/A	*	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	*	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	27	*	N/A	N/A	N/A	N/A
Female	*	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	*	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	27	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	25	*	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	33	*	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	27	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	27	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of all sixth-grade students scoring proficient/distinguished in reading on the 2021-22 KSA was 27 percent.

Schedule

Monday, February 6, 2023

Time	Event	Where	Who
3:30 p.m. – 7:30 p.m.	Superintendent Overview Presentation and Team Work Session #1	District Office and Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 7, 2023

Time	Event	Where	Who
6:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
7:00 a.m.-4:00 p.m.	Stakeholder Interviews / Informal Classroom Observations / Artifact Review	District Office and School	Diagnostic Review Team Members
4:00 p.m. – 4:30 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 8, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Stakeholder Interviews / Informal Classroom Observations / Artifact Review	District Office and School	Diagnostic Review Team Members
4:00 p.m. – 4:30 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, February 9, 2023

Time	Event	Where	Who
8:00 a.m. – 11:30 a.m.	Final Team Work Session	District Office	Diagnostic Review Team Members