



# Cognia Diagnostic Review Report

**Results for:  
Trimble County**

March 2-5, 2026

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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.

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	5
<b>Building-Level Administrators</b>	2
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	8
<b>Certified Staff</b>	1
<b>Noncertified Staff</b>	4
<b>Students</b>	8
<b>Parents</b>	5
<b>Total</b>	33

## 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

Stakeholder perceptions of the district were positive. Across interviews, stakeholders shared a common theme: they believe Trimble County has safe, welcoming learning environments and professional learning opportunities for staff to ensure students receive a world-class education. The district uses its "Strategic Plan", comprehensive district improvement plan (CDIP) and mission and vision statements that are posted in every classroom to meet the needs of all students in the district. During interviews, district staff members, parents and students revealed that Bedford Elementary School and Milton Elementary School have welcoming environments. Family and student survey results indicated that 79% of families, 82% of 3rd-, 4th- and 5th-grade students and 77% of 6th-grade students agreed/absolutely agreed that "the adults make us feel welcomed (1)." In addition, educator survey results revealed that 82% of educators agreed/absolutely agreed, "At my institution, we make learners, families and each other feel welcomed (1)." Furthermore, family, student and educator survey results confirmed that district schools provide a safe learning environment, as 85% of 3rd-, 4th- and 5th-grade students and 94% of 6th-grade students agreed/absolutely agreed that "the adults make us feel safe (3)." Families concurred, as 80% agreed/absolutely agreed, "The adults think about children's safety when making decisions (3)." Moreover, 75% of educators agreed/absolutely agreed, "At my institution, we think of everyone's safety when making decisions (3)." These findings were also evident in the district's belief statements, which included the statement that "every student needs a safe, nurturing environment to achieve at high levels." Educators take pride in the district's professional learning opportunities and the "Team Trimble Legacy Drive", as noted in the superintendent's presentation and surveys. This was also evident in the district's "PLC notes." Educator and family survey results mostly confirmed the district's commitment to increasing skills and strategic practices through professional learning. For example, 78% of families agreed/absolutely agreed that "in the past 30 days, my child had their learning progress measured (19)", and 82% of educators agreed/absolutely agreed that "in the past 30 days, I used a variety of information to determine learners' progress (20)." Collectively, these findings demonstrate a safe, welcoming learning environment in the district where teachers engage in learning experiences to enhance skills and strategies.

The Diagnostic Review Team also noted that the district has established strategies to promote progress monitoring, professional development, organizational excellence and student achievement. The district has invested fiscal resources to recruit, retain and develop its employees. For example, the district has created a "Principal Walkthrough" form for all school leaders to use at their school. Furthermore, the district has support in place for new teachers, as shown in its artifacts and documents, which offer opportunities for new employees to learn strategies and receive feedback to support growth and student success. Documents and artifacts also indicated that the district has created professional learning opportunities, as shown in the "24-25 Raider Professional Learning" and the "25-26 Professional Development Beginning of the Year" documents, which outline opportunities for administrators and professional staff to engage in a variety of learning experiences to improve their professional knowledge and skills. Educator survey results were congruent with artifacts and documents, as 88% of educators selected the word "collaborative" when asked, "Which four words do you think best describe, in general, the interactions you experience with your colleagues (26)?"



Stakeholder interviews, surveys and a review of artifacts illuminated both strengths and opportunities for improvement. For instance, the district has allocated additional resources and capital (e.g., consultants and the Rural Utilities Service [RUS] Distance Learning and Telemedicine [DLT] grant) to support teachers and improve professional learning community (PLC) meetings, instructional practices and progress monitoring. Survey results indicated that 80% of educators agreed/absolutely agreed that “in the past 30 days, I participated in learning experiences that increased my knowledge and skills (22).” However, the team found insufficient evidence that a systematic process was in place for monitoring PLC progress or student learning and growth. A review of artifacts revealed that the district has established a PLC process. Educator survey data revealed that 76% of educators agreed/absolutely agreed that “at my institution, we work closely with each other and our stakeholders to support learners (6).” Furthermore, documents revealed that an attempt has been made to respond to student needs through collecting data, adding intervention positions and revising schedules, but there is little evidence to indicate that the data collected are analyzed, instruction is adjusted and evidence-based strategies are used to improve student outcomes. Although grade-level PLC teams had dedicated time to collaborate, the absence of a consistent, systematic process to monitor the effectiveness of PLC implementation limits the collective capacity of professional staff to engage in continuous improvement. Establishing such processes could strengthen instructional coherence and help ensure that students consistently experience learning environments that allow them to thrive. This need is supported by educator survey results, which indicate that 57% agreed/absolutely agreed that “at my institution, we provide an instructional environment where all learners thrive (9).”



# 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 to 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 31 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	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	65%	19%	16%	0%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	10%	45%	45%	0%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	6%	23%	68%	3%
A4	1.4	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.	77%	10%	10%	3%
<b>Overall rating on a 4-point scale:</b>		<b>2.0</b>				

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.	42%	39%	19%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	23%	55%	23%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	65%	29%	6%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	29%	48%	23%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	32%	32%	35%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.5	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	10%	35%	48%	6%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	13%	48%	39%	0%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	16%	42%	39%	3%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	29%	55%	10%
<b>Overall rating on a 4-point scale:</b>			<b>2.4</b>			



D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	35%	52%	13%	0%
D2	1.7	Learners make connections from content to real-life experiences.	52%	29%	16%	3%
D3	2.3	Learners are actively engaged in the learning activities.	10%	52%	35%	3%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	68%	16%	13%	3%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	58%	29%	13%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	19%	48%	32%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	23%	58%	19%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	71%	23%	6%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	3%	35%	52%	10%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	10%	26%	58%	6%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	23%	32%	39%	6%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	19%	35%	42%	3%
<b>Overall rating on a 4-point scale:</b>			<b>2.5</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	74%	16%	6%	3%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	84%	6%	10%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	87%	10%	3%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.3</b>			

## eleot Narrative

The Diagnostic Review Teams at Milton Elementary School and Bedford Elementary School conducted 31 formal classroom observations in all core content areas, in addition to informal observations in other classrooms and prevalent areas throughout the school. Data derived from these observations provided the Trimble County Diagnostic Review Team with clear insights regarding instructional practices and student learning at the schools. Interview and observational data indicated that an equitable, well-managed and supportive learning environment existed in some classrooms. It was evident/very evident in 65% of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (C4).” Family survey results were congruent with

observational data, as 74% of families selected “welcoming” and 74% selected “respectful” when asked, “Which four words best describe, in general, your child’s school (22)?” Interviews and informal observations indicated that the school administration, teachers and support staff consistently displayed compassion and care for students. Stakeholders reported that a sense of community exists at the school. Teachers generally treated students with respect, as indicated by observational data, finding it to be evident/very evident in 71% of classrooms that “learners are treated in a fair, clear and consistent manner (A3).” Additionally, it was evident/very evident in 64% of classrooms that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

Interview data indicated that the district has made significant investments in instructional resources, PLCs and professional development opportunities. As a result, teachers are working more collaboratively, and some report that their teaching practices have improved. This was evident as 78% of educators agreed/absolutely agreed that “in the past 30 days, I used a variety of resources to meet learners’ needs and interests (19).” Also, 88% of educators selected “collaborative” and 76% selected “valuable” when asked, “Which four words do you think best describe, in general, the interactions you experience with your colleagues (26)?” Additionally, team members noted, based on conversations with multiple stakeholders, that programs, initiatives or practices that have impacted teaching and learning within the district include: “Big Rocks”, PLCs, the implementation of i-Ready Assessment Suite and Kentucky Academic Standards (KAS) and curriculum alignment with high-quality instructional resources (HQIRs). Survey data revealed that 96% of 3rd-, 4th- and 5th-grade students and 85% of 6th-grade students agreed/absolutely agreed that “the adults make sure we have the resources we need to learn (8).” While classroom observational data revealed that many classrooms were well-resourced, relationally supported, well-managed and equitable, student achievement data from the Kentucky Summative Assessment (KSA) and stakeholder interviews indicated a need for more systematic processes (e.g., progress monitoring, walkthroughs, non-negotiables, clear expectations) to close the achievement gap.

The Diagnostic Review Team observed that most learners were treated fairly. However, learners who “demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures and/or other human characteristics, conditions and dispositions (A4)” were evident/very evident in 13% of classrooms. There was little differentiated instruction observed, as it was evident/very evident in 16% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Furthermore, classroom observational data indicated that the use of digital tools by learners to support research, problem solving and the creation of original work was rarely observed. It was evident/very evident in 9% of classrooms that “learners use digital tools/technology to gather, evaluate and/or use information for learning (G1)”, and in 10% of classrooms that “learners use digital tools/technology to conduct research, solve problems and/or create original works for learning (G2).”

Observations further revealed that students were often unable to describe high-quality work and lacked mechanisms to monitor their learning progress. In 6% of classrooms, it was evident/very evident that “learners demonstrate and/or are able to describe high quality work (B3).” Additionally, it was evident/very evident in 6% of classrooms that “learners understand and/or are able to explain how their work is assessed (E4).” Opportunities for students to “monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 13% of classrooms. It was also evident/very evident in 3% of classrooms that “learners use digital tools/technology to communicate and work collaboratively for learning (G3).”

Overall, observational data revealed limited evidence of consistent structures and instructional practices that supported learner self-assessment, progress monitoring and collaborative use of digital tools.

# Improvement Priorities

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

## Improvement Priority 1

Establish and document a comprehensive, district-wide process for evaluating program effectiveness using data to continuously improve practices, ensure programs are implemented as intended with fidelity and measure the impact on student learning and staff development over time.

**Standard 24:** Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

### Findings:

A review of documents (e.g., "Blank Principal Walkthrough", "Principal Walkthrough Feedback") shows that although a walkthrough form has been developed, the district lacks a clearly defined process for providing feedback to teachers and analyzing trend data to identify ways to continuously improve practices. In addition, the district has not fully aligned these documents with the CDIP to promote ownership and accountability among all stakeholders. Evidence of data collection was provided (e.g., "Pow Wow Agenda", "Progress Monitoring 4th-Grade Math Unit 1", "RTI [Response to Intervention] Record", "4th-Grade i-Ready Tracking", "Data Overtime with KSA and i-Ready", "KSA Asterisk", "Bubble Kids from 4th grade"); however, a lack of evidence was provided to show systems and expectations for data analysis and next steps for improvement.

Interview data revealed that while the district provides many professional learning opportunities, they are not often aligned with the HQIR or the specific needs of the schools identified for comprehensive support and improvement (CSI) or school staff. Interview data further indicated that PLCs meet regularly across schools; however, full implementation of PLCs remains in its infancy, and conversations generally focus on planning and preparation rather than Dufour's four critical questions for PLCs. Although 80% of educators agreed/absolutely agreed that "in the past 30 days, I participated in learning experiences that increased my knowledge and skills (22)", interview data revealed that it is unclear how professional learning is used to improve instructional outcomes for students. Additionally, Amplify Core Knowledge and Language Arts (CKLA) and Illustrative Mathematics (IM) have been adopted at Milton Elementary School and Bedford Elementary School; however, interview data revealed inconsistencies in their implementation. Despite surveys showing that 76% of educators agreed/absolutely agreed, "At my institution, we work closely with each other and our stakeholders to support learners (6)", the extent to which these organizational structures foster distributive leadership or a collaborative culture that produces improved instructional practices and student achievement was limited. While some stakeholder feedback showed that discussions about planning and preparation take place, mechanisms resulting in instructional change and the evaluation of programs were lacking.

Surveys indicated that 76% of educators agreed/absolutely agreed, "At my institution, we deliver instruction that considers learners' needs, interests and potential (8)." Further stakeholder interviews indicated missed opportunities to develop a consistent, cohesive approach and expectations for delivering support across all schools, particularly at the identified schools. Disaggregated data on the KSA revealed that the percentage of students who scored Proficient/Distinguished in 2024-2025 was below the state average in all content areas and in all assessed grade levels with reportable numbers.



Interview data suggested that school-level administrators report progress toward goals during PLCs. The school-wide data revealed a decrease in the percentage of students who scored Proficient/Distinguished in 2024-2025 in most areas. For example, according to the 2024-2025 KSA results, 5th-grade students at Bedford Elementary School scoring Proficient/Distinguished in on-demand writing declined from 42% in 2022-2023 to 35% in 2023-2024 and to 21% in 2024-2025. Fifth-grade students at Bedford Elementary School who scored Proficient/Distinguished in reading declined from 38% in 2022-2023 to 13% in 2023-2024 and to 14% in 2024-2025. Additionally, in 2024-2025, 11% of 5th-grade students at Milton Elementary School scored Proficient/Distinguished in reading, while 14% scored Proficient/Distinguished in math, which are both below the state average by more than 25 percentage points. Observational data suggests a lack of rigorous coursework, as it was evident/very evident in 23% of classrooms that “learners engage in rigorous coursework, discussions and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Moreover, it was evident/very evident in 38% of classrooms that “learners are actively engaged in the learning activities (D3).”

Survey data showed that most educators reported using a variety of resources to meet learners’ needs. Educator survey data revealed that 78% of educators agreed/absolutely agreed that “in the last 30 days, I used a variety of resources to meet learners’ needs and interests (19)” and 74% agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12).” Furthermore, survey data revealed that 96% of 3rd-, 4th- and 5th-grade students agreed/absolutely agreed that “the adults make sure we have what we need to learn (8)” and 78% agreed/absolutely agreed that “in the last 30 days, I had lessons that made me think in new ways (15).” Survey data indicated that 85% of 6th-grade students agreed/absolutely agreed that “the adults make sure we have the resources we need to learn (8)” and 67% agreed/absolutely agreed that “in the past 30 days, I had lessons that made me think in new ways (15).” Conversely, observational data illustrated that it was evident/very evident in 16% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Stakeholder interviews indicate that most strategies, processes and norms do not adequately address the learning needs of all students.

These findings indicate that the district has made strides in implementing PLCs, providing professional learning opportunities and investing in educational resources. However, an examination of evidence and artifacts, combined with stakeholder interviews, highlights deficiencies in current systems that outline expectations, non-negotiables and progress monitoring. This points to a need for enhancing procedures and engagement processes.

#### **Potential Leader Actions:**

- Create a simple, district-wide evaluation framework that defines which programs will be evaluated (e.g., academic, professional development), what success looks like (e.g., student outcomes, staff capacity), which data will be used (e.g., achievement, attendance, behavior, surveys, walkthrough) and cadence (e.g., quarterly, semester, annual) using a consistent improvement model such as the Plan Do Study Act (PDSA) cycle to ensure programs are continuously reviewed and refined.
- Define three to five measurable indicators tied directly to district goals. Ensure metrics measure both impact results and implementation fidelity.
- Collaboratively develop and communicate to all stakeholders instructional non-negotiables that are focused on student engagement and high-yield instructional strategies. Consistently monitor the implementation of instructional non-negotiables.
- Develop and build the instructional leadership capacity of school-level leaders to effectively ensure delivery of Tier 1 instruction in all classrooms across the district.

## 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 Trimble County has the capacity to manage the intervention in its CSI schools: Bedford and Milton Elementary Schools.

The superintendent is completing his third year in the district, with a goal of leading the district in assessing instructional practices through a systemic lens, emphasizing continuous monitoring and support for all subgroups of students to foster equal opportunities for success. In his first year, the focus was on building relationships within the district and the community while evaluating the district's existing systems, programs and initiatives. The district was able to eliminate or replace outdated and redundant practices to help ensure fiscal responsibility.

The district is committed to student success, and its driving mission is "Every Student, Everyday... No Excuses." The superintendent repeatedly praised the students across the district and shared that last year the district had the highest number of students from the five surrounding districts to be awarded local and regional scholarships.



The three “Big Rocks” driving the work in the two CSI schools are to develop effective PLCs, fully implement HQIRs and increase teacher effectiveness through instructional walk-throughs with authentic coaching and feedback. While a review of documents and artifacts indicated these systems are in place, there was little evidence showing how they have been implemented or monitored. District leadership must work to ensure that each of these systems is implemented with fidelity and regularly monitored to measure growth.

The superintendent indicated that PLC work within the district is early in its implementation. Interviews revealed that the PLC meetings are primarily focused on planning and logistics with little data analysis or instructional modifications. An additional challenge is that one of the two CSI schools is so small that each grade has only one teacher. They are currently collaborating with the other CSI school for PLC work. In addition to this practice, the district should consider vertical PLC alignment related to the KAS within the smaller school to increase instructional cohesion.

The district has adopted CKLA and IM as its two HQIRs in reading and math. Additionally, they have replaced the Measures of Academic Progress (MAP) assessment with i-Ready Assessment Suite and are also using University of Florida Literacy Institute support. Interviews revealed a need to train and coach teachers in the effective implementation of the HQIRs with fidelity. Currently, 50% of the district’s teaching staff consists of emergency-certified teachers or Option 6 teachers. The district has created a digital shared drive, housing curriculum documents, lesson plans, student resources, data and parent communications. The goal is to create a storehouse of resources to be shared and used by the instructional staff to increase teacher capacity and efficacy. Interviews revealed this tool is being used inconsistently. A review of those documents and artifacts resulted in uncertainty about the quality and whether they are evidence-based and aligned with the HQIRs and KAS.

# Team Roster

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

Team Member Name	Brief Biography
<b>Shawn Johnson</b>	Shawn Johnson currently serves as the superintendent of Clarendon County School District. He formerly served as superintendent of Barnwell School District 19 in Blackville, South Carolina. Before becoming a superintendent, Shawn served as principal, school board member, assistant principal and classroom teacher in various school districts in South Carolina. Shawn recently served as a South Carolina Department of Education Third Judicial Circuit board member.
<b>Chris Mueller</b>	Chris Mueller has 40 years of experience as a teacher, administrator and Educational Recovery Leader (ERL). Chris has taught at the middle, high school and collegiate levels. While serving as an ERL, Chris worked with administrative teams and school leadership teams to facilitate turnaround efforts in Kentucky's central region. Additionally, he has served as an associate lead on multiple diagnostic reviews. He has also led monitoring reviews for the Kentucky Department of Education (KDE) in CSI schools. He is a certified facilitator for the Jim Shipley Systems and the National Institute for School and System Leadership (NISL) for the Lead-KY initiative. This 12-unit program provides school and district administrators with research-based strategies in strategic thinking, instructional leadership, elements of standards-aligned instructional systems, effective coaching for high-quality teaching and driving and sustaining change. Also, Chris serves as a university supervisor for alternative certification teaching candidates.
<b>Ann Burns</b>	Ann Burns has a comprehensive background in education, with extensive leadership experience as a teacher, principal, central office administrator and Educational Recovery Director (ERD) at KDE. She also has experience as an associate professor of educational leadership, specializing in assessment, school improvement and leadership development. Also, Ann has served as a regional accreditation evaluator for Cognia since 2021.
<b>Anna McKee (Conley)</b>	Anna McKee (Conley) has 15 years of experience in education and currently serves as an ERL with the KDE. In this role, she supports schools in building sustainable systems by developing leaders and leadership practices that drive continuous improvement with a strong focus on student learning. Her professional background includes experience as a teacher, interventionist and instructional coach within Jefferson County Public Schools.

# 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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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.	2

## Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
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.	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
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.	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
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	1
12. Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy and effectiveness for each and every learner.	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 and effectiveness for each and every learner.	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 and effectiveness for each and every learner.	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 and effectiveness for each and every learner.	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 the support and 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 consider varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	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' 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.	1
28. Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	1

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

# Student Performance Data

An asterisk in a performance data chart indicates that the corresponding student performance level data have been suppressed for public reporting.

**School Name: Bedford Elementary School**

## Kentucky Summative Assessment (KSA) Performance Results

Content Area & Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)	%P/D School (2024-2025)	%P/D State (2024-2025)
3rd-Grade Reading	22	46	20	47	28	47
4th-Grade Reading	30	48	13	50	*	50
5th-Grade Reading	38	48	13	46	14	50
6th-Grade Reading	33	48	33	49	37	52
3rd-Grade Math	11	43	20	43	14	43
4th-Grade Math	*	42	*	43	*	44
5th-Grade Math	*	41	13	41	*	43
6th-Grade Math	*	38	31	42	*	41
4th-Grade Science	*	35	*	34	*	37
5th-Grade Social Studies	40	42	13	39	11	38
5th-Grade Editing and Mechanics	27	47	31	47	16	47
5th-Grade On Demand Writing	42	39	35	39	21	38



**School Name: Milton Elementary School**

**Kentucky Summative Assessment (KSA) Performance Results**

<b>Content Area &amp; Grade</b>	<b>%P/D School (2022-2023)</b>	<b>%P/D State (2022-2023)</b>	<b>%P/D School (2023-2024)</b>	<b>%P/D State (2023-2024)</b>	<b>%P/D School (2024-2025)</b>	<b>%P/D State (2024-2025)</b>
3rd-Grade Reading	20	46	10	47	*	47
4th-Grade Reading	*	48	26	50	26	50
5th-Grade Reading	*	48	*	46	11	50
6th-Grade Reading	28	48	*	49	*	52
3rd-Grade Math	13	43	*	43	*	43
4th-Grade Math	*	42	29	43	*	44
5th-Grade Math	*	41	*	41	14	43
6th-Grade Math	14	38	*	42	*	41
4th-Grade Science	*	35	*	34	16	37
5th-Grade Social Studies	*	42	*	39	*	38
5th-Grade Editing and Mechanics	*	47	20	47	*	47
5th-Grade On Demand Writing	*	39	20	39	*	38



### Elementary School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)	School (2024-2025)	State (2024-2025)
Percent Score of 0	*	26	*	29	*	30
Percent Score of 60- 80	*	35	*	35	*	35
Percent Score of 100	*	24	*	23	*	22
Percent Score of 140	*	14	*	13	*	13

### Middle School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)	School (2024-2025)	State (2024-2025)
Percent Score of 0	*	68	*	66	*	60
Percent Score of 60- 80	*	24	*	23	*	26
Percent Score of 100	*	7	*	8	*	10
Percent Score of 140	*	2	*	3	*	3



# Schedule

## Monday, March 2, 2026

Time	Event	Where	Who
2 p.m. – 3:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4 p.m. – 5 p.m.	Superintendent Presentation	District Office	Diagnostic Review Team Members

## Tuesday, March 3, 2026

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

## Wednesday, March 4, 2026

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

## Thursday, March 5, 2026

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