



# Cognia Diagnostic Review Report

**Results for:  
Christian County Public Schools**

December 12-15, 2022

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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	18
Building-Level Administrators	1
Certified Staff	1
Noncertified Staff	8
Students	27
Parents	7
Total	62

## 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:**

Christian County Public Schools demonstrated strengths in many areas related to student success, organizational effectiveness, and continuous improvement, as evidenced by interviews, survey results, and a review of artifacts and documents. The overall culture of learning in the district displayed respect, fairness, equity, and inclusion, with students being the priority of the district's guiding principles. The vision, mission, and strategic plan were crafted through a collaborative process with the district's stakeholders and facilitated by Studer Education. The process included a clear way to review and monitor ongoing effectiveness. The district's core values, five pillars (i.e., parents and community, high quality employees, operational efficiency, resources and facilities, student achievement), and overall strategic plan prioritized student learning and achievement.

District leaders displayed collegiality, collaboration, and support for growth among professional staff. Stakeholders, including district staff, the Board of Education, parents/family members, students, and school-level staff, indicated an awareness of district goals and collective efforts to achieve those goals to provide a quality education for all students. The superintendent, previously a principal of a Comprehensive Support and Improvement (CSI) high school, possessed a clear understanding of the turnaround process and was committed to improving student achievement and professional practice throughout the district.

Interviews with district-level leadership and parents indicated strong community relationships and business partnerships that provided the district and its schools with opportunities for collaboration and shared leadership to advance improvement efforts. These community and business partnerships allowed the district to provide a variety of support and services to meet the physical, social, and emotional needs of students. Stakeholders shared that they valued the opportunity to collaboratively work together to improve the educational opportunities afforded to students.

Data from surveys, stakeholder interviews, artifact reviews, and classroom observations revealed both strengths and opportunities for improvement. For instance, district-level leadership had developed foundational structures to support student engagement and growth in learning. Preliminary measures were formulated, such as a data tracker and a professional learning community (PLC) protocol. However, there was a lack of evidence for the regular use of these processes in a systematic and routine manner across the district. Continued refinement and consistent use of these systems and processes aid in ensuring regularly monitored and adjusted instruction, expanded teacher instructional capacity through increased knowledge and understanding of the curriculum, and student progress measurement through ongoing analysis of formative and summative assessments.

Curriculum, instruction, and assessment practices were identified as opportunities for improvement within the district. Stakeholder interviews revealed the district had implemented an instructional policy to support teaching and learning across the system. However, classroom observations revealed a lack of evidence-based and rigorous instruction characterized by high expectations and learner-centered practices. Team members did not find observable evidence of high-quality work and meaningful feedback.

Assessment practices indicated that teachers sometimes used data in purposeful ways to inform and adjust instruction to meet individual students' learning needs, while stakeholder interviews revealed that the use of formative assessment data was rare.



A review of artifacts revealed a lack of evidence for a balanced, comprehensive data collection and analysis process that would allow district-level leadership to systematically make informed decisions related to ongoing planning or modification of curriculum and instruction. In addition, there was a lack of analysis or triangulation of data presented to provide a picture of programming effectiveness related to learners' progress toward, and achievement of, intended learning outcomes. Therefore, the team recommends the district develop and implement a comprehensive data assessment system to monitor district-wide curricular and instructional initiatives as well as verifiable growth in student learning. This process could then be used to identify learning gaps and prioritize and connect all systems across the district. By evaluating the impact and success of new or existing initiatives, the district would be able to make informed decisions with supporting evidence to identify strategies and/or programming that is effective and pinpoint modifications to curriculum and instruction that are needed to address learners' progress. In addition, evidence gathered through this process could be used to determine resource allocation for programming to support the district and its schools in achieving their mission and vision.

Stakeholder interview data suggested a willingness and desire to improve the educational experience and learning opportunities provided to students at Freedom Elementary. Therefore, the Diagnostic Review Team encourages the district to use the results of this report and the Improvement Priorities identified as a part of this process to build upon the established foundation of growth and improvement. This emphasis will ensure all students receive a challenging and equitable education through the implementation of a rigorously aligned curriculum, differentiated learning experiences, improved instructional practices, and data-driven continuous improvement planning. With a vision and mission established, the next step for the district's continuous improvement journey is action planning, followed by implementation, monitoring, and adjusting instruction based on each learner's needs.

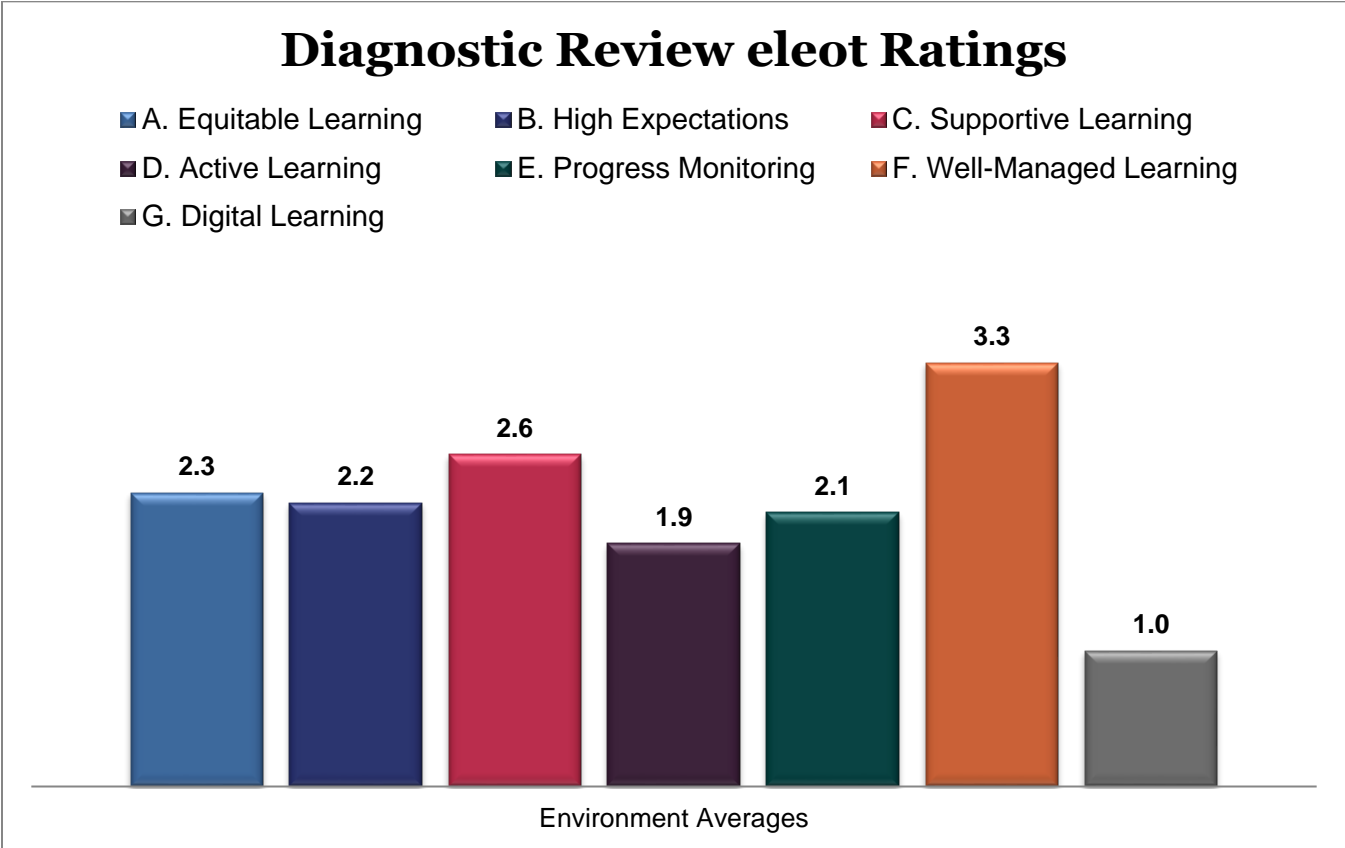
### **Potential Leader Actions:**

- Design a process to ensure consistent, evidence-based curriculum implementation and monitoring across all content areas and grade levels, aligned to the intent and rigor of the Kentucky Academic Standards (KAS).
- Develop, execute, and monitor a comprehensive assessment and data analysis system to ensure curriculum and assessment practices and processes are aligned with the intent and rigor of the KAS.
- Engage teachers in collaboration related to assessment development, data use to assess student progress, and differentiated instruction to meet the individual needs of students.

# 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 23 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	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	43%	30%	22%	4%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	9%	17%	43%	30%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	17%	52%	30%
A4	1.1	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	91%	9%	0%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	9%	48%	39%	4%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	9%	43%	43%	4%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	39%	57%	4%	0%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	9%	52%	39%	0%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	13%	61%	26%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			



<b>C. Supportive Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	9%	30%	57%	4%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	17%	30%	52%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	13%	43%	35%	9%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	4%	22%	52%	22%
<b>Overall rating on a 4-point scale:</b>			<b>2.6</b>			

<b>D. Active Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	35%	30%	35%	0%
D2	1.4	Learners make connections from content to real-life experiences.	74%	13%	13%	0%
D3	2.6	Learners are actively engaged in the learning activities.	9%	35%	43%	13%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	70%	17%	9%	4%
<b>Overall rating on a 4-point scale:</b>			<b>1.9</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	43%	30%	26%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	48%	26%	9%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	13%	30%	57%	0%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	39%	35%	22%	4%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.5	Learners speak and interact respectfully with teacher(s) and each other.	0%	4%	43%	52%
F2	3.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	13%	48%	39%
F3	3.3	Learners transition smoothly and efficiently from one activity to another.	4%	9%	43%	43%
F4	3.0	Learners use class time purposefully with minimal wasted time or disruptions.	13%	4%	48%	35%
<b>Overall rating on a 4-point scale:</b>			<b>3.3</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	100%	0%	0%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	96%	0%	0%	4%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.0</b>				

## eleot Narrative

The Diagnostic Review Team conducted 23 observations in core content classrooms using the eleot tool. The team also conducted informal observations in non-core content classrooms, the cafeteria, the playground, and hallways.

Several strengths emerged from the observational data. Staff members and school administration, for example, had created a positive school culture and actively engaged with parents to increase their participation in school activities. Parents noted that the school administration had created a family-friendly atmosphere at the school. Staff recognized students' needs and responded quickly to parent inquiries regarding their children. Stakeholder feedback from the Studer Pulse Survey Report for Parents/Caregivers indicated 89 percent of parents/caregivers agreed/strongly agreed that "I have access to my child's teacher(s) when needed (4)." Furthermore, 88 percent of parents/caregivers agreed/strongly agreed that "I receive feedback from my child's teacher(s) about my child's learning progress (5)."

Team members noted from conversations with various stakeholders that student behavior in the past disrupted the learning environment of others at the school. For example, the principal revealed that there were 697 office referrals in the 2021-22 school year. This school year, the principal implemented programs (e.g., PBIS, social-emotional learning, trauma-informed care trainings) to improve student behavior throughout the school. In addition, staff interviews indicated that student behavior was still an area of concern but has improved from previous years. Observational data showed that classrooms were well-managed and that staff members monitored transitions between classes and learning activities. Observational data also indicated that instances where students transitioned "smoothly and efficiently from one activity to another (F3)" were evident/very evident in 86 percent of classrooms.

The Diagnostic Review Team observed teachers, school administration, and support staff modeling the expected behaviors and attitudes that students were to display. As a result, most students were observed interacting positively with adult staff. It was evident/very evident in 95 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." This was also confirmed through the parent and student interviews and survey data analysis. For instance, survey data indicated that 94 percent of families agreed/absolutely agreed that "The adults treat us with respect (2)", and it was evident/very evident in 82 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)."



Overall, the team found instruction in classrooms was typically delivered through whole group instruction or student independent practice with few instances of differentiated student learning tasks. Instances in which “learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)” were evident/very evident in 44 percent of classrooms. Most students were compliant with behaviors and tried to complete tasks that were assigned by teachers; however, most tasks were not at grade level or at the rigor and depth of the KAS. Observational data revealed instances of learners who “take risks in learning (without fear of negative feedback) (C2)” were evident/very evident in 52 percent of classrooms. Students completed printed worksheets, computer program assignments, and complied with teacher task requests. Although a common theme among parents, teachers, and school administration interviews revealed a sense of pride regarding student diversity at the school, 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).”

In many classrooms, students had access to resources, technology, and teacher support. It was evident/very evident in 73 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” Although students had access to technology, the team observed limited instances where students used technology to collaborate, create, or solve problems. It was evident/very evident in four percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” Observational data revealed that the school used technology in place of teacher-directed instruction in many classrooms. Despite technology usage in the classrooms, it was evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1).”

The Diagnostic Review Team identified several strengths (e.g., classroom management, school culture, parent involvement) that the school could leverage to improve student learning. Well-managed classrooms and the mutual respect between students and teachers provide an opportunity to engage students in rigorous coursework and discussions. Student transitions from learning activities/tasks demonstrated that classroom routines and procedures were well established. It was evident/very evident in 83 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions (F4).”

## Potential Leader Actions:

- Develop a plan to ensure teachers are using data and evidence-based instructional strategies to differentiate instruction based on the individual needs of their students.
- Establish expectations and use evidence-based strategies to ensure that teaching and learning in the classrooms are at the appropriate level of rigor and depth of knowledge in the KAS.
- Provide ongoing, job-embedded professional learning to ensure success criteria is aligned with the rigor of the grade-level KASs.

# Improvement Priorities

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

## Improvement Priority 1

Develop, execute, and monitor an instructional and data system to ensure curriculum and assessment practices and processes are aligned to the rigor and intent of the KAS, leading to high levels of student achievement.

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

### Findings:

Student performance data, as detailed in the addendum to this report, suggested the district had opportunities for improvement at monitoring and adjusting instruction to meet the differentiated needs of learners and achievement of desired learning targets. A review of student performance data for Freedom Elementary revealed 13 percent of third-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 45 percent statewide. Moreover, 16 percent of fourth-grade students scored proficient/distinguished in reading on the KSA as compared to 46 percent of fourth-grade students across the state in 2021-22. Additional student data on the KSA in 2021-22 revealed 29 percent of sixth-grade students scored proficient/distinguished in reading compared to 44 percent statewide, and 14 percent scored proficient/distinguished in math compared to 38 percent statewide. According to student performance data from the KSA, the lowest area of performance for Freedom Elementary in 2021-22 was in fifth-grade social studies where three percent of students scored proficient/distinguished. The state average of students who scored proficient/distinguished for this same year in social studies was 37 percent.

Disaggregated data on the KSA in 2021-22 revealed nine percent of third-grade male students scored proficient/distinguished in reading compared to 18 percent of female students. In addition, 13 percent of third-grade students and 16 percent of fourth-grade students who were economically disadvantaged scored proficient/distinguished in reading on the KSA in 2021-22. Moreover, 24 percent of sixth-grade male students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 34 percent of female students. Twenty-one percent of the African American students in sixth grade scored proficient/distinguished in reading on the KSA in 2021-22 compared to 35 percent of the White (non-Hispanic) students. Lastly, 29 percent of sixth-grade students who were economically disadvantaged scored proficient/distinguished in reading and 14 percent in mathematics on the KSA in 2021-22.

Classroom observation data also suggested the district had not developed and executed a system to ensure that curriculum and assessment practices led to high levels of student achievement. The Equitable Learning Environment and High Expectations Learning Environment elite observation categories at Freedom Elementary received an overall rating of 2.3 and 2.2, respectively, on a four-point scale. During classroom observations, it was evident/very evident in 47 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." The Diagnostic Review Team noted that it was evident/very evident in 39 percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." Classroom observational data revealed it was evident/very evident in 26 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Furthermore, the team found a lack of evidence that indicated students were informed about how their work would be assessed. Learners who received or responded to "feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 35 percent of classrooms, and learners who "monitor their own progress or have

mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 26 percent of classrooms.

Stakeholder survey data revealed the district had opportunities for improvement in providing a robust teaching and learning process to ensure instruction was monitored and adjusted to meet the diverse needs, interests, and potential of learners. The Fall 2022 Educator Survey data analysis indicated 68 percent of educators agreed/absolutely agreed with the statement, “At my institution, we deliver instruction that considers learners’ needs, interests and potential (8).” Similarly, the Fall 2022 Family Survey data analysis revealed that 57 percent of families agreed/absolutely agreed with the statement, “In the past 30 days, my child had learning experiences that were unique to their needs (17).” Finally, the Fall 2022 Student Survey data analysis indicated that 61 percent of students agreed/absolutely agreed with the statement, “In the past 30 days, I had lessons that were changed to meet my needs (13).”

Stakeholder interviews revealed a common theme around the importance of teacher capacity specific to the consistent delivery of standards-based instruction and the implementation of district-approved curriculum. Although stakeholder interviews revealed teachers were engaging in conversations about high-yield instructional strategies, district-level administrators and school leadership indicated these strategies were not fully embedded into teachers’ daily practices in the classroom. Staff similarly indicated an inconsistent to low level of curriculum fidelity and instructional implementation. Furthermore, interviews with district-level leadership and school administration revealed rigorous core instruction, student engagement, and differentiation of instruction continued to be challenges. These data were substantiated by classroom observation data and overall student performance results on the KSA.

In interviews, administrators, staff, parents, and Board of Education members expressed concern about the immediate and long-term impact of uncertified and alternatively certified instructional staff attempting to deliver high quality instruction. It was shared that 35 first-year teachers were assigned to Freedom Elementary for the 2021-22 school year, which accounted for 40 percent of the instructional staff in the school. Consequently, professional development sessions for new teachers and administrators occurred during July 2022 in an effort to build both instructional and leadership capacity. Systematic coaching was occurring for new teachers, and all district-level administrators were assigned a building administrator to coach and mentor throughout the school year. In addition, instructional coaches were collaborating and facilitating conversations with building-level administrators to support more rigorous classroom instruction.

District-level leadership who directly supported Freedom Elementary indicated their goal was to achieve standards-based instruction in all classrooms. However, a review of artifacts and school-level interviews indicated the curriculum pacing guide strategies were misaligned to the rigor of the KAS. For example, a review of the math pacing guides included low rigor worksheets and limited culturally responsive strategies. Additionally, stakeholder interviews and classroom observation data revealed a lack of understanding of the best practices needed to engage students in challenging, collaborative, and differentiated learning opportunities. District and school leadership indicated a need to better serve students equitably through differentiated learning experiences and the systematic monitoring and adjustment of curriculum and instruction. Furthermore, stakeholders agreed the district-approved curriculum should be implemented more consistently across all grade levels and with a more intentional focus on the learning standards. Lastly, stakeholder interviews revealed a lack of evidence showing the depth and breadth of common and formative assessments being used to drive classroom instructional decisions, suggesting the monitoring and adjustment of curriculum, instruction, and assessment was a potential leverage point for improvement in all classrooms.

A review of documents and artifacts indicated a lack of implementation evidence of the district-approved and adopted core curricula. Although district-level administrators articulated a standards-based curriculum was being used to guide instructional decisions, a review of the district pacing guide strategies was not aligned with the rigor of the KAS. In addition, stakeholder interviews indicated Freedom Elementary staff were still working on deconstructing standards through their PLC meetings. While a review of artifacts indicated there was an assessment calendar and instructional rounds protocol and/or process to support the delivery and evaluation of

quality instruction throughout the district, there was no documentation to show how this process was used to monitor the implementation of core instructional practices. Furthermore, the team found a lack of longitudinal data from instructional and curricular monitoring processes to demonstrate improvements in student learning and changes to instructional practices over time.

Stakeholder interviews indicated the district collects data from a variety of sources, including the KSA, Northwest Education Association (NWEA) Measures of Academic Progress (MAP), and locally developed common assessments. However, there was a lack of evidence showing that data were used to drive school-level instructional decision-making and adjustments. The PLC data analysis protocol remained in the implementation phase, despite district coaching and support at the school level. Furthermore, a review of artifacts revealed processes and practices to support the implementation of a Multi-tiered Systems of Support (MTSS) lacked coherence and alignment to the district's curriculum and assessments (e.g., benchmarks, screeners). Increased adherence and alignment of curriculum and instruction to the MTSS process would assist the district in addressing identified learner needs, based on universal screener NWEA MAP data, as well as promote high levels of student achievement.

## **Potential Leader Actions:**

- Ensure the adopted curriculum is implemented with fidelity and consistency in all schools.
- Provide training and support to all staff in the analysis, implementation, and application of student data.
- Routinely (e.g., weekly, monthly, quarterly) engage staff members in the analysis of trend and current data to deepen knowledge and understanding of the curriculum.
- Provide structures (e.g., calendars, master schedule, scope and sequence, pacing guides aligned with the KAS) and processes (e.g., PLCs, collaborative planning) to support curricular reviews.
- Adjust instruction to meet learners' individual needs.

## Improvement Priority 2

Develop, implement, and continuously monitor a comprehensive data assessment system to systematically inform ongoing planning, decision making and modification of curriculum and instruction.

**Standard 30:** Learners' progress is measured through a balanced system that includes assessment both *for* learning and *of* learning.

### Findings:

Student performance data, as detailed in the addendum to this report and as previously discussed, indicated the district lacked evidence of developing, employing, or monitoring a balanced, comprehensive data assessment system to determine learners' progress toward, and achievement of, intended learning outcomes. Student performance data summarized under "Improvement Priority 1" of this report was also considered by the Diagnostic Review Team to identify "Improvement Priority 2." Furthermore, classroom observational data revealed that the district inconsistently used assessment data gathered through formal and informal methods to monitor learners' progress or make informed decisions regarding curriculum and instruction. Classroom observational data gathered indicated the Progress Monitoring and Feedback Learning Environment elect received an overall rating of 2.1 on a four-point scale. During classroom observations, it was evident/very evident in 26 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." Furthermore, it was evident/very evident in 26 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)."

Stakeholder survey data related to the evaluation and analysis of learners' progress indicated assessment systems and processes had been inconsistently executed or monitored. Although the Fall 2022 Family Survey data analysis revealed that 81 percent of families agreed/absolutely agreed with the statement, "In the past 30 days, my child had their learning progress measured (19)", stakeholder interviews revealed district-level administrators, school-level leadership, and teachers struggled to articulate a district-wide process for the regular use of assessment data to determine learners' progress and mastery of intended learning outcomes. Additionally, Fall 2022 Educator Survey data analysis revealed that 82 percent of educators agreed/absolutely agreed with the statement: "in the past 30 days, I used a variety of resources to meet learners' needs and interests (19)", suggesting this practice, while present in the school, may be inconsistent or irregular.

Throughout stakeholder interviews, district- and school-level leadership communicated the need to make data-informed decisions specific to the modification of curriculum and instruction. However, a solid data collection plan, a method for analyzing the data, and instructional adjustments based on findings was not articulated. Overall, stakeholder interviews suggested that progress monitoring of individual student growth was a priority, but it was not systematically practiced in classrooms or schools across the district. In addition, concerns were expressed about the lack of explicit lesson planning around grade-level standards, as well as the monitoring of lesson plans and instructional practices to ensure that educators were implementing a curriculum based on high expectations for all learners. Interview data revealed inconsistent use of common formative and summative assessments to measure student progress, evaluate the effectiveness of instructional practices, or provide data for potential revisions to the curriculum. When questioned about monitoring and adjusting the curriculum, district-level leadership expressed a need for educators to teach the curriculum with fidelity, but there was little mention of adjusting the curriculum based on data analysis.

A review of evidence and artifacts revealed the lack of a consistent process to ensure learners' progress was measured or based upon multiple student performance data and professional practices. The PLC protocol showed evidence that a plan existed for data collection, but there was limited documentation that these PLC meetings occurred on a consistent basis. Moreover, stakeholder interviews revealed PLC meetings at the school level generally did not follow the developed protocol. Rather, the meetings were used for planning purposes instead of a review of student learning progress. Furthermore, the Data Walk PowerPoint data analysis revealed evidence of data collection and observation opportunities, but there was a lack of evidence of the data being used to adjust instruction and curriculum to improve student achievement. While the collection of data from a variety of



sources was communicated through district-level interviews, the team found a lack of data used to drive school-level instructional decision-making. A review of artifacts included the district's Assessment Plan, which was a calendar with dates of scheduled assessments throughout the school year. The plan did not include a method for disaggregating and analyzing assessment data to monitor and adjust instruction, nor did it include evidence of how formative assessments were given and utilized to measure learners' progress toward intended learning objectives. In addition, the team found the lack of a formalized system to monitor and adjust curriculum and instruction in response to student learning data or assessments. While stakeholder interviews revealed the district and schools were collecting data to inform their decision-making, there was a lack of evidence showing longitudinal data were analyzed and results used to monitor the effectiveness and revise curriculum and instruction.

## Potential Leader Actions:

- Develop an assessment plan, including formal assessment systems and common and formative assessments of student learning.
- Identify a data management process or protocol that allows the district to efficiently collect, organize, disaggregate, and analyze data.
- Establish regularly (e.g., monthly, quarterly) scheduled data team meetings to monitor and analyze learner progress toward and achievement of intended learning objectives. Use data to make informed adjustments as needed to address the differentiated learning needs of students.
- Identify and facilitate professional learning opportunities specific to the appropriate and effective use of formative and summative assessment data to build capacity and improve professional practice in all content areas.
- Evaluate the effectiveness of the data assessment system in conjunction with district-wide student achievement growth and improved teacher capacity.

## 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 Christian County Public School District has the capacity to manage the intervention in each school identified for CSI. The district has demonstrated a clear ability to lead the district's turnaround process. Communication of a visionary purpose and direction is evidenced through the establishment of the Christian County mission, vision, core values, and Five Pillars of the Strategic Plan (i.e., parents and community, high quality employees' resources and facilities, student achievement and operational efficiency), which was shared during the superintendent's presentation. These documents set the culture of shared values and beliefs about teaching and learning. Additionally, interviews validated the district's partnership with Studer Education Group in conducting surveys with all stakeholders including families, staff, and students. Reviewed artifacts and interview data revealed communication structures are in place, engaging all stakeholders in continuous improvement dialogue. Additionally, evidence indicates that the district leads and operates under a governance and leadership style which promotes and supports student performance and system effectiveness. Interviews revealed that board members understand their roles and engage in conversations that are data-driven.



The superintendent, previously a principal of a CSI high school, understands the turnaround process, promoting collaborative work among the staff. District staff stated in interviews they are engaged in professional learning conversations about student outcomes and system effectiveness. Interviews and artifacts provide evidence the district ensures that systems are in place for the collection and use of data. While NWEA MAP data and MTSS data are available, the team found no evidence that instruction is monitored and adjusted to advance and deepen students' understanding of the curriculum. Interviews revealed that the implementation of curriculum at the CSI school, with a focus on teaching to the intent and rigor of the KAS, is an area in need of refinement to ensure both teacher and student achievement.

The district ensures that systems are in place to allocate both human and fiscal resources to support improvement and ensure success for all students enrolled at the CSI school. The superintendent shared in his presentation that the new principal of the CSI school has the first selection of candidates when filling vacancies. Interviews further indicated that the district staffing allocation had been adjusted to provide additional teachers to the CSI school. The district has also provided a school improvement specialist and a special education consultant to the CSI school to support staff and coach teachers. Finally, interviews and artifacts indicate that the district has a data tracker that is being implemented with special education students in the district, but there is not a comprehensive assessment system that guides continuous improvement and results in changes in instruction leading to high levels of student achievement.

# 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>Dr. Lynn Simmers</b>	Dr. Lynn Simmers serves as the assistant superintendent of Southwest Allen County Schools in Fort Wayne, Indiana. Dr. Simmers’s professional career spans 29 years, including experiences as a teacher, assistant principal, curriculum coordinator, principal, and assistant superintendent. Her interests include literacy and math instruction; analyzing statistical trends to promote improved student achievement; and professional development related to instructional coaching, grading, and assessment practices. Dr. Simmers has extensive experience as a Lead Evaluator in facilitating school and system accreditation visits and Diagnostic Reviews for Cognia.
<b>Leesa Moman</b>	Leesa Moman is an Educational Recovery Leader (ERL) with the Kentucky Department of Education. In that position, she provides support to identified districts who have a significant number of schools classified as Targeted Support and Improvement (TSI). She has over 40 years of experience assisting schools and districts as they build systems of continuous improvement resulting in increased student academic performance. Ms. Moman has served as a teacher, special education consultant, principal, director of special education and assistant superintendent in Daviess County Public Schools. She has also served as an adjunct professor at Brescia and Western Kentucky University.
<b>Robert Breidenstein</b>	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 as the superintendent of the Salamanca City School District in New York. Mr. Breidenstein has functioned as an educational turnaround specialist in rural, suburban, and city school districts. In addition to working as a public school district educator, Mr. Breidenstein has been an advocate, presenter, and leader at the national, state, and local levels. He is currently retired and serves as a Lead Evaluator with Cognia and consultant with WozEd and InkLabs.
<b>Brandy Feagan</b>	Brandy Feagan serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education. As an ERL, Ms. Feagan supports schools that have been identified for comprehensive support and improvement (CSI). Ms. Feagan has over 23 years of experience as a Kentucky educator and has served as a high school English teacher, junior/senior high school counselor, and junior/senior high school principal at Williamstown Independent Schools.
<b>Dr. Rachael McDaniel</b>	Dr. Rachael McDaniel has over 25 years in public education at the elementary, middle, high school and post-secondary levels. She has served as a special needs teacher, English language arts instructor, and a reading specialist. During the last decade, she has been a principal who primarily works in Title I schools with school transformation and improvement. In addition, she has taught numerous college courses. Dr. McDaniel does consultation work with schools and systems in the areas of data analysis, instructional improvement, mentorship, finance, and school culture.
<b>Alisha O’Connor</b>	Alisha O’Connor has over 14 years of experience as an educator and school leader and is currently an Educational Recovery Specialist (ERS) for the Kentucky Department of Education. Her educational career includes serving at-risk student populations in Jefferson County Public Schools (JCPS). Her interests include supporting effective instructional practices through professional learning community collaboration, analyzing trend data, and implementing continuous improvement processes to enhance organizational effectiveness. As an Academic Instructional Coach (AIC), she partnered with JCPS district resource

Team member name	Brief biography
	teachers and leaders and served as a peer mentor for AICs. She was selected to complete the rigorous <i>Emerging Leaders</i> principal and assistant principal program through <i>New Leaders</i> , a nationally recognized school initiative, where she successfully led data-based decision-making through continuous improvement cycles.



# Appendix

## Cognia Performance Standards ratings

### Key Characteristic 1: Culture of Learning

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

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

## 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.	2
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.	3
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.	3
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.	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
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.	3

## Key Characteristic 3: Engagement of Learning

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

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

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

## Key Characteristic 4: Growth in Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	2
26. Leaders regularly evaluate instructional programs and	Leaders rarely implement a process to determine the effectiveness of the	Leaders occasionally implement a process to determine the effectiveness of the	Leaders routinely implement a documented process to determine the	Leaders consistently implement a documented process to determine the	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
organizational conditions to improve instruction and advance learning.	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.	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.	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.	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.	
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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

# Student Performance Data

**School Name: Freedom Elementary School Performance Results**

## Kentucky Summative Assessment 2021-22 Proficient Distinguished (P/D)

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	13	45
	4	16	46
	5	*	45
	6	29	44
Math	3	*	38
	4	*	39
	5	*	38
	6	14	38
Science	4	*	29
Social Studies	5	3	37
Editing and Mechanics	5	*	47
On Demand Writing	5	*	33

### Plus

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

### Delta

- Three percent of fifth-grade students scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 37 percent statewide.
- Thirteen percent of third-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 45 percent statewide.
- Sixteen percent of fourth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 46 percent statewide.
- Twenty-nine percent of sixth-grade students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 44 percent statewide.
- Fourteen percent of sixth-grade students scored proficient/distinguished in math on the KSA in 2021-22 compared to 38 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 categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

#### Delta

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

### Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 3<sup>rd</sup> Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	13	*	N/A	N/A	N/A	N/A
Female	18	*	N/A	N/A	N/A	N/A
Male	9	*	N/A	N/A	N/A	N/A
African American	18	*	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)	8	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	13	*	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	14	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	13	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	13	*	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	13	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- Nine percent of third-grade male students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 18 percent of female students.
- Eight percent of third-grade students who are White (non-Hispanic) scored proficient/distinguished in reading on the KSA in 2021-22 compared to 13 percent of all students.

#### Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 4<sup>th</sup> Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	16	*	*	N/A	N/A	N/A
Female	15	*	*	N/A	N/A	N/A
Male	17	*	*	N/A	N/A	N/A
African American	12	*	*	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)	19	*	*	N/A	N/A	N/A
Economically Disadvantaged	16	*	*	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

<b>Group</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Editing and Mechanics</b>	<b>On Demand Writing</b>
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	17	*	*	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	16	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	16	*	*	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	16	*	*	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

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

Delta

- Fifteen percent of fourth-grade female students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 17 percent of male students.
- Twelve percent of fourth-grade students who are African American scored proficient/distinguished in reading on the KSA in 2021-22 compared to 16 percent of all students.



### Kentucky Percent Proficient/Distinguished Summative Assessment 2021-22 5<sup>th</sup> Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	N/A	3	*	*
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	4	*	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	3	*	*
Non-English Learner or Monitored	*	*	N/A	3	*	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	3	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Three percent of fifth-grade students scored proficient/distinguished in social studies on the KSA in 2021-22 compared to 37 percent statewide.

### Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 6<sup>th</sup> Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	23	14	N/A	N/A	N/A	N/A
Female	34	*	N/A	N/A	N/A	N/A
Male	24	18	N/A	N/A	N/A	N/A
African American	21	*	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	19	N/A	N/A	N/A	N/A
Economically Disadvantaged	29	14	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	38	20	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	29	14	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	29	14	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	28	13	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

**Plus**

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

**Delta**

- Twenty-four percent of sixth-grade male students scored proficient/distinguished on the KSA in 2021-22 in reading compared to 34 percent of female students.

- Twenty-one percent of sixth-grade African American students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 35 percent of White (non-Hispanic) students.
- Thirteen percent of sixth-grade Non-Gifted and Talented students scored proficient/distinguished in math on the KSA in 2021-22 compared to 14 percent of all students.

# Schedule

## Monday, December 12, 2022

Time	Event	Where	Who
3:30 p.m.	Superintendent Presentation	District Office	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 13, 2022

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m. – 1:00 p.m.	Interviews / Artifact Review	District Office	Diagnostic Review Team Members
1:15 p.m. – 4:00 p.m.	Interviews / Informal Walk-Throughs	Freedom Elementary	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, December 14, 2022

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.	Interviews / Artifact Review	District Office	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 15, 2022

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

