



# Cognia Diagnostic Review Report

Results for:  
Foster Heights Elementary School

February 6-9, 2023

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# Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	41
Noncertified Staff	8
Students	9
Parents	10
Total	80

## Performance Standards Evaluation

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

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

## Insights from the Review

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

### **Strengths and Continuous Improvement:**

The Diagnostic Review Team found several strengths at Foster Heights Elementary School. Parents, teachers, support staff, and the administrative team demonstrated a sense of pride in their school and community. Staff members were committed to and cared deeply about their students. A positive school culture was noted, including a collegial professional atmosphere among staff. The principal also wanted to create a positive school culture that was open and welcoming to the community. All stakeholders expressed confidence and support for the school leadership team and were optimistic that the school was working to establish high expectations for all students. Student work and inspiring messages were displayed in hallways and classrooms. Interview and informal observational data revealed that staff members are supportive of each other and cared about the well-being of the students. Stakeholders shared that one strength was the school's ability to create a community and a welcoming environment that led to increased student engagement and involvement. When asked which words they would use to describe the school, students responded with words such as “friendly”, “safe”, and “exciting.” Additionally, staff members reported the relationships among faculty members were a strength. For example, in interviews, many staff members shared that the school had a supportive culture and a positive sense of community. The Diagnostic Review Team observed a supportive, well-managed learning environment and a well-maintained, clean, and inviting facility. Many resources were available at the school, which allowed the leadership team to implement different programs and provide teachers with additional support to meet the unique needs of individual students. The Diagnostic Review Team observed evidence of exemplary teaching practices within some core content classrooms. The team also noted teachers and school leaders who were committed to making the improvements necessary to achieve the academic success of all students. Students were treated in a fair, clear, and consistent manner. It was observed that students spoke and interacted respectfully with teachers and each other. It was evident that teachers feel comfortable discussing ideas and reflections with the administration. The team noted that the administration takes risks in learning with staff without fear of feedback or differences of opinion. The school provided the team with additional artifacts and documents indicating the school's current instructional focus was to promote learning among students and collaborative relationships among teachers and staff. Interview data showed that the administrative team played a valuable role in this endeavor.

The Diagnostic Review Team reviewed the current instructional focus artifacts and found that they contained goals for balancing performance-based learning and instructional focus on the Kentucky Academic Standards (KAS); the acceleration of reading and mathematics proficiency; improving the professional learning community (PLC) process; and promoting effective teaching that utilizes research-based instructional practices that enhance a common curriculum in mathematics and literacy. Interview data indicated that the school was beginning to address these instructional focuses. Classroom observation, interview, and stakeholder perception data confirmed that students had minimal opportunities to engage in rigorous coursework and discussions that required higher order thinking. Most learners had difficulty monitoring their learning process and could not explain how their work was assessed. While research-based instructional strategies were observed in some classrooms, implementation was inconsistent across the school. The Diagnostic Review Team found little evidence showing that the school engaged stakeholders in systematic processes of continuous improvement. The interview and survey data, a review of documents and artifacts, and classroom observational data indicated that school leaders



and teachers had no institutionalized, documented systems for planning, implementing, monitoring, and continuously evaluating programs and practices. Stakeholder interviews revealed that these systems were inconsistently implemented, and more work is needed to ensure their systemic application. Thus, the improvement priorities identified by the team are related to processes and systems that ensure rigorous instructional practices, curriculum implementation, common valid and reliable data use for differentiation, and program evaluation.

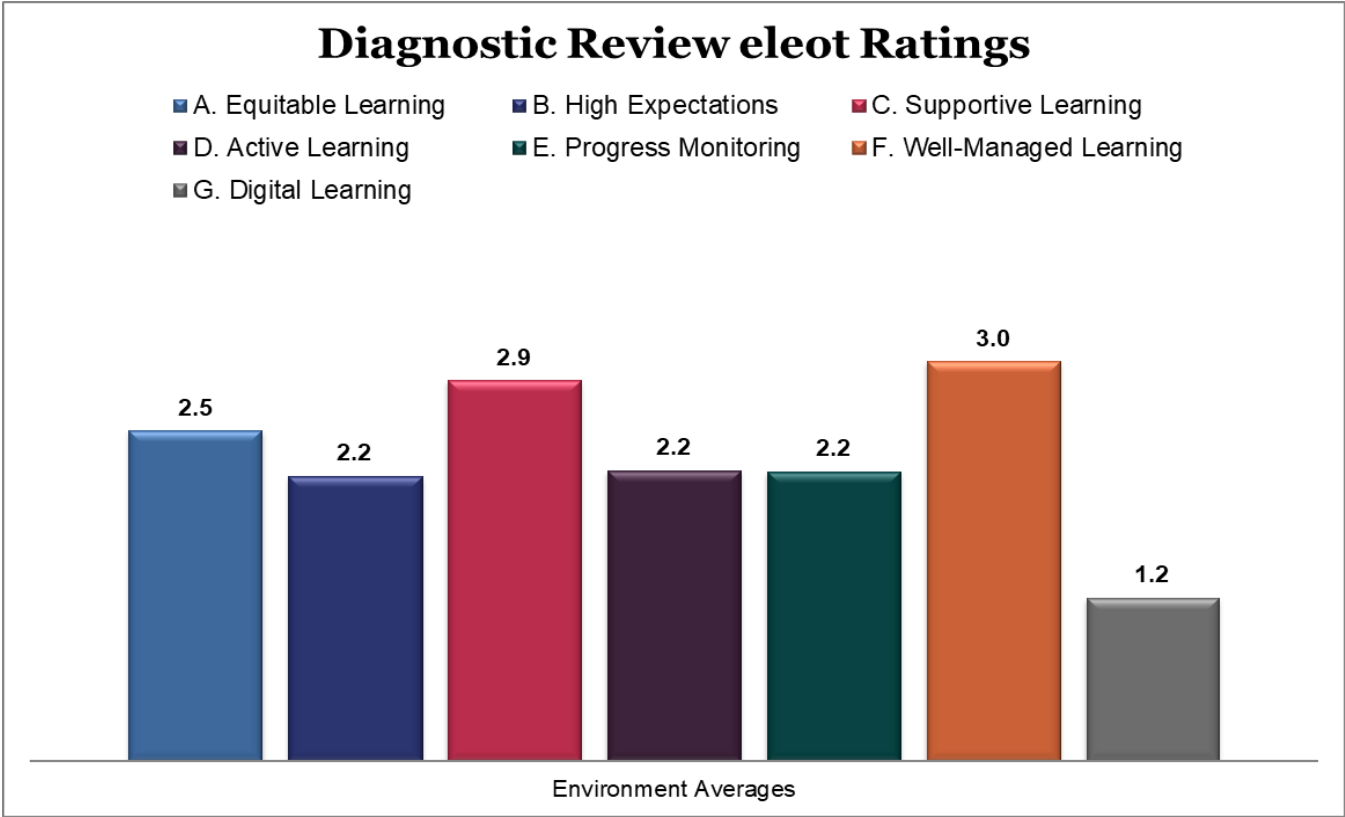
### **Potential Leader Actions:**

- Implement a rigorous curriculum in every classroom to prepare learners for the next level.
- Monitor and adjust processes to maximize the impact of curriculum implementation in mathematics and literacy.
- Use walkthrough data on a regular basis to monitor and provide feedback about the alignment of curriculum and instruction, differentiated instructional practices, and research-based instructional strategies.

# 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 29 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.0	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	34%	31%	31%	3%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	21%	59%	21%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	7%	72%	21%
A4	1.9	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.	48%	21%	28%	3%
<b>Overall rating on a 4-point scale:</b>			<b>2.5</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	10%	62%	24%	3%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	3%	52%	41%	3%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	31%	62%	7%	0%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	14%	62%	24%	0%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	17%	34%	48%	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	3.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	21%	62%	17%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	7%	41%	45%	7%
C3	2.9	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	21%	69%	10%
C4	3.2	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	7%	69%	24%
<b>Overall rating on a 4-point scale:</b>			<b>2.9</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	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	10%	41%	48%	0%
D2	1.9	Learners make connections from content to real-life experiences.	34%	45%	21%	0%
D3	2.7	Learners are actively engaged in the learning activities.	3%	28%	62%	7%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	41%	31%	28%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			



<b>E. Progress Monitoring and Feedback 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>
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	38%	45%	14%	3%
E2	2.5	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	14%	28%	52%	7%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	0%	59%	38%	3%
E4	2.0	Learners understand and/or are able to explain how their work is assessed.	17%	66%	17%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			

<b>F. Well-Managed 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>
F1	3.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	3%	59%	38%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	10%	66%	24%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	10%	17%	62%	10%
F4	2.9	Learners use class time purposefully with minimal wasted time or disruptions.	0%	24%	59%	17%
<b>Overall rating on a 4-point scale:</b>			<b>3.0</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	55%	34%	10%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	97%	0%	3%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	3%	3%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.2</b>				

## eleot Narrative

The Diagnostic Review Team conducted 29 eleot observations in all core content classes and many informal observations in other classrooms and common areas throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and student learning at Foster Heights Elementary School. The overall ratings on a four-point scale for the learning environments ranged from a low of 1.2 for the Digital Learning Environment to the highest rating of 3.0 for the Well-Managed Learning Environment. The team observed positive interactions among students, teachers, support staff, and administrators. It was evident/very evident in 93 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." It was evident/very evident in 97 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." Both interview and observational data disclosed a positive and well-managed learning environment. For example, it was evident/very evident in 90 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." It was evident/very evident in 72 percent of classrooms that "Learners transition smoothly and efficiently from one activity to another (F3)." Additionally, it was evident/very evident in 76 percent of classrooms that learners were using the "class time purposefully with minimal wasted time or disruptions (F4)." Minimal classroom and common area disruptions were observed during team formal and informal observations.

The Supportive Learning Environment scored an overall rating of 2.9, the second highest rating of the seven learning environments. Observational data provided a distinct perception of community among students and between students and teachers in the classrooms. For example, it was evident/very evident in 93 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." It was evident/very evident in 79 percent of classrooms that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)" and that "Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3)." Also, it was evident/very evident in 52 percent of classrooms that "Learners take risks in learning (without fear of negative feedback) (C2)."

The Equitable Learning Environment scored an overall 2.5. In 93 percent of classrooms, it was evident/very evident that "Learners are treated in a fair, clear, and consistent manner (A3)." It was evident/very evident in 80 percent of classrooms that "Learners have equal access to classroom discussions, activities, resources, technology, and support (A2)." However, and of concern for the team, learners who "demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds,



cultures, and /or other human characteristics, conditions, and dispositions (A4)" were evident/very evident in 31 percent of classrooms. Observational data showed that most students worked to complete the same assignment, and it was evident/very evident in 34 percent of classrooms that "Learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1)."

The High Expectations Learning Environment scored an overall 2.2 and was an environment of concern for the team. In seven percent of classrooms, it was evident/very evident that "Learners demonstrate and/or are able to describe high quality work (B3)." Learning targets were visible in some classrooms; however, walkthrough notes indicated learning targets were seldom referenced during lessons. It was also evident/very evident in 27 percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." The team found little evidence of rubrics being used to guide student work. It was also evident/very evident in 24 percent of classrooms that students "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." The team found a lack of higher-order questioning during lessons. In addition, it was evident/very evident in 44 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." It was evident/very evident in 48 percent of classrooms that "Learners take responsibility for and are self-directed in their learning (B5)." Rubrics can promote and articulate high expectations during the lesson, but the team observed very few during a series of teacher- or student-directed tasks.

The Active Learning Environment scored an overall 2.2 and was an additional area of concern for the team. Learners who "make connections from content to real-life experiences (D2)" were evident/very evident in 21 percent of classrooms. It was evident/very evident that learners were "actively engaged in the learning activities (D3)" in 69 percent of classrooms. However, instances where students' "discussions/dialogues/exchanges with each other and teacher predominate (D1)" were evident/very evident in 48 percent of classrooms. The team observed students working in proximity to each other and rotating to different stations (centers) to complete assignments. However, there were few occurrences of discourse between students about their work. Observational data supported this, as students collaborating "with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" were evident/very evident in 28 percent of classrooms.

The Progress Monitoring and Feedback Learning Environment scored an overall 2.2 and was of concern to the team. The team seldom observed students monitoring their own learning. For example, instances of students who "monitor their own progress or have mechanisms whereby their learning is monitored (E1)" and learners who "understand and/or are able to explain how their work is assessed (E4)" were evident/very evident in 17 percent of classrooms. It was evident/very evident that students "demonstrate and/or verbalize understanding of the lesson/content (E3)" in 41 percent of classrooms. Additionally, an area for growth is providing opportunities for students to "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)", which was evident/very evident in 59 percent of classrooms.

The Digital Learning Environment received the lowest overall rating of 1.2. Observational data revealed it was evident/very evident in 10 percent of classrooms that students "use digital tools/technology to gather, evaluate, and/or use information for learning (G1)." It was evident/very evident in three percent of classrooms that students use digital tools/technology to "communicate and work collaboratively for learning (G3)" and "conduct research, solve problems, and/or create original works for learning (G2)."

A careful examination by leaders and staff members is warranted regarding all items within the seven learning environments to leverage additional areas to improve instructional capacity and increase student learning. In addition, the Improvement Priorities outlined within this report will guide the school in prioritizing areas of focus.

## Potential Leader Actions:

- Implement and monitor the use of evidence-based instructional practices to engage learners in rigorous coursework, discussions, questioning, and tasks that require higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).
- Intentionally integrate professional learning activities into PLCs on topics such as differentiated instruction, depth of knowledge levels, active engagement, student discourse, effective questioning strategies, and instructional technology integration.
- Provide job-embedded coaching for teachers to support them in their efforts to learn how to use data to differentiate instruction.

# Improvement Priorities

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

## Improvement Priority 1

Develop, implement, and monitor a system to ensure curriculum and instructional practices are aligned, relevant, rigorous, inclusive, and effective for all learners.

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

### Findings:

The Kentucky Summative Assessment (KSA), as detailed in the appendix of this report, suggested the school did not establish an effective protocol for monitoring and adjusting instruction to increase teacher capacity and student achievement. Student performance data from the KSA in 2021-22 showed the percentage of students in grade 5 who scored proficient/distinguished was 26 percent in editing and mechanics and 14 percent in social studies. Additionally, the percentage of students who scored proficient/distinguished in 2021-22 was below the state average in reading, social studies, and editing and mechanics in reported grade levels. Classroom observational, survey, and interview data indicated the need for an efficient data system in both mathematics and English/language arts (ELA). This systemic use of data should go beyond analysis and augmented instruction to address student needs and provide for enhanced Tier I instruction. Observational data demonstrated that many classroom educators applied minimal levels of differentiated instruction through teacher-led and independent small-group interactions with students. During interviews, many educators and leaders stated that differentiation and instructional rigor were areas in need of improvement. Most differentiation occurred using technology-based mathematics centers and during small group instruction. Of concern to the team was the lack of differentiation and rigor during independent classroom activities and whole-group Tier I instruction. For instance, it was evident/very evident in 34 percent of classrooms that "Learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1)." The team observed a need for more use of scaffolding strategies during whole-group instruction to meet students' individual needs and introduce rigorous content. For example, learners who "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident in 24 percent of classrooms.

Survey data affirmed the need for curriculum and instructional practices to focus on and prioritize the learning needs of students. For example, 78 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Also, 77 percent of families agreed/absolutely agreed with the statement, "In the past 30 days, my child had instruction that was changed to meet their needs (15)." It is important to note that survey results for this area were mixed, signaling a leverage point for improvement. It suggests that even though a percentage of stakeholder perceptions confirm the existence of a favorable condition, a significant portion of stakeholders cannot verify its consistent and systematic application across the school.

The administration initiated the use of tools designed to monitor instruction and capture data. However, interview and observational data showed inconsistent implementation and monitoring of the use of these tools and the supporting data that would assist in improving Tier I instruction and inform a Multi-Tiered System of Supports (MTSS). Interview data, artifact reviews, and observational data showed the early implementation of a mathematics curriculum that would address student achievement in this core area. Interview data validated the development and use of formative assessments in mathematics. However, data analysis was used in a new and



limited capacity to effectively align curriculum and instruction to positively impact student achievement. During interviews, some staff members shared that some teachers participated with fidelity in common planning time. Structures supporting curriculum implementation, student learning, and teacher practices were somewhat in place but were not systemic, deliberate, or consistently implemented. The team believes that consistent alignment with curriculum and effective instructional practices will provide for increased academic achievement and enhanced relevance and rigor in both mathematics and English language arts (ELA).

### **Potential Leader Actions:**

- Identify, implement, and consistently monitor curriculum and evidence-based instructional strategies to address individual learner needs.
- Implement a common system to utilize data consistently to drive Tier I instruction and inform the MTSS.

## Improvement Priority 2

Develop, implement, and monitor a professional development system that improves educator knowledge and practice, resulting in increased learner growth.

**Standard 29:** Develop, implement, and monitor a professional development system that improves educator knowledge and practice, resulting in increased learner growth.

### Findings:

Achievement data at Foster Heights Elementary School was of utmost concern for the team. As detailed in the appendix, the student performance data reported the percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in all reported content areas and at all grade levels.

The Diagnostic Review Team found evidence (e.g., observations, stakeholder interviews, artifacts) that showed the need for a professional development plan that outlines the blueprint for implementing, monitoring, and documenting evidence of strategies to improve mathematics and ELA instruction. The team found evidence through observations, interviews, and artifacts that professional development does occur both in PLC (Design Labs) and summer (e.g., Backpacks) events. However, the team was unable to find systems, plans, or artifacts that prioritize the KAS. For example, 78 percent of educators agreed/absolutely agreed that they "participated in learning experiences that increased my knowledge and skills (22)." Interviews, observations, and artifacts showed past professional learning emphasized project-based learning (PBL). Observational data suggests that learners who "make connections from content to real-life experiences (D2)" were evident/very evident in 21 percent of classrooms. Although the team believes these endeavors (e.g., PBL) have fostered a sense of student growth and community, the team noted the administration's new understanding that this previous emphasis has not been balanced with the need for rigorous academic instruction in mathematics and ELA.

Artifact review and interview data provided insight into a significant number of recent implementations in curriculum and assessment. Design Labs (PLC) have undertaken training in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), i-Ready math and ELA, Illustrative Math, and Literacy Instructional Framework. However, the team was unclear on how the PLCs provided professional skill enhancements through systemic planning, implementation, and monitoring.

Through interview and artifact data, the team found minimal levels of educator coaching. Artifacts suggested that a Teacher Helping Teachers process exists to observe and share instructional skills and knowledge. However, interview data and artifacts shared with the team did not make it clear how frequently these activities happened, how much time was devoted to them, or whether any plans, procedures, or monitoring system supported them. Administrators have developed a process to monitor instruction through classroom observations and to provide feedback to staff in both mathematics and ELA. It was unclear whether some periodic observations and feedback have improved instructional practice and enhanced student academic achievement to date as there were no data available. However, observational data showed that most students worked to complete the same assignment, and it was evident/very evident in 34 percent of classrooms that "Learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1)." Although the "walkthrough" observations appear to be in place, the team was unable to identify a coaching cycle or plans and processes for monitoring and data use to improve teacher practice so that it would lead to increased student achievement and growth. Interview data suggested a need for professional learning in all curricula, both new and existing, so that teachers have a better understanding about effective implementation. Interview data suggested a need for improved supports for new staff members that would include an induction process and mentorship opportunities. Components supporting student learning and teacher practice were in place but were not systemic, deliberate, or consistently implemented. The team believes that a comprehensive professional learning system that is developed, planned, implemented, and monitored will successfully improve teaching practices and student growth at Foster Heights Elementary School.



## Potential Leader Actions:

- Create and implement a professional development plan that includes a needs assessment, delivery methods, timeline, and an analysis of overall effectiveness based on learner performance data.
- Create, implement, and monitor a coaching system that supports and builds educators' instructional capacity.
- Create PLCs that prioritize the KAS and data-driven instruction.

## Your Next Steps

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

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

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





# Principal Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the principal's capacity for leadership of school turnaround, as defined in 703 KAR 5:280, Section 1. The recommendation of the principal's ability to lead the intervention in the school is based on an assessment of Standard 10: School Improvement from the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration and adopted by the Kentucky Education Professional Standards Board (EPSB).

703 KAR 5:280, Section 3, identifies the discretion of the audit team to incorporate the analysis and recommendation regarding the principal's capacity into this report. The superintendent will make any necessary determination regarding the principal or other certified staff pursuant to KRS 160.346(8).

Following its review of extensive evidence, the Diagnostic Review Team submitted the following assessment regarding the principal's capacity to lead turnaround in a school identified for comprehensive support and improvement to the Commissioner of Education:

- The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.
- It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal of Foster Heights Elementary School has served in that role for the last nine years. Culture, relationships, and student experiences are recognized as areas of strength. Stakeholder survey data reflects that students feel safe and families feel welcomed. The principal and his team have established a vision and core values that are well known throughout the school and community. He has developed a team approach to supporting students' social and emotional needs. Classroom observational data showed that the Supportive and Well-Managed Learning Environments scored the highest of the seven observed categories. However, the principal has reflected on the current status of the school's initiatives and is aware of the decline in student academic performance. He has taken some immediate steps to address academic needs, but support systems need to be developed, implemented, and monitored.

The Professional Standards for Educational Leaders (PSEL) standard 10 (h) states that effective leaders "Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services." Documents and interviews support that the administrative team works collaboratively. However, the administrative team needs to develop a protocol that includes a cycle of actionable steps, progress monitoring, and explicitly communicates expectations. To achieve this, the principal, in conjunction with his administrative team, should formalize and document a process for aligning and monitoring systems.

Evidence and interviews reflect that developing a standards-aligned curriculum is in various stages. A mathematics program was purchased to support math instruction, a variety of programs are in place to address small-group literacy needs, and there is a plan to adopt a literacy program to support whole-group instruction. The



team reviewed documents and artifacts that support the principal's awareness of the decline in student academic performance. As stated in PSEL Standard 10 (g), effective leaders "Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation", the principal, as the instructional leader, needs to establish clarity for embedding these resources into a fully developed curriculum that is aligned to the KAS and that includes high-level, evidence-based instruction and common assessments to measure the fidelity and success of the curriculum.

Support is needed to build teacher capacity in the areas of data collection, analysis, and adjusting instruction based on data. Since several teachers have three or fewer years of teaching experience, an intense coaching and feedback cycle is crucial to impact teaching and evaluate the processes, procedures, and conditions in place to improve instruction and learning. While a degree of professional learning is offered, the principal should "engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement", as required in PSEL standard 10 (d). The school needs relevant and ongoing job-embedded professional learning opportunities throughout the year that focus on the demands of the curriculum. Finally, the principal demonstrates a desire for overall student success. With support, the principal can drive the improvements needed in curriculum and professional learning.

# 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>Dan A. Long</b>	Dan Long serves as an educational consultant, providing contracted services to states, local educational agencies, and schools. He has been an educator for over 30 years, serving as a high school teacher, high school assistant principal, K-12 principal, secondary supervisor of instruction, assessment supervisor, career technical supervisor, IT supervisor, assistant superintendent, and Tennessee deputy and executive director for assessment. Mr. Long was a writer and implementer for Tennessee's successful Race to the Top proposal. Additionally, he served as an advisor to the Southern Region Education Board technology committee on e-Learning. He also has served as the chairperson for the South Central Supervisor's Study Council, Executive Committee for the Tennessee Supervisor's Association, and Council of Chief State School Officers (CCSSO) Assessment Committee. Dan has served as a CCSSO State Department of Education Coach in many states.
<b>Charlotte L. Jones</b>	Charlotte L. Jones has over 25 years of experience in education and has spent nine years with the Kentucky Department of Education (KDE) as an Educational Recovery (ER) Specialist, where she supports Comprehensive School Improvement (CSI) schools. She taught high school social studies at Gallatin County High School and Montgomery County High School, served as gifted/talented coordinator, building assessment coordinator, chair of several committees, and vice chair of the school-based decision-making (SBDM) council. She is a certified facilitator for the National Institute for School Leadership (NISL), for Jim Shipley and Associates School Improvement Planning for Performance Excellence (SIPPE), and for Jim Shipley and Associates Classroom Continuous Improvement (CCI). While working for the KDE, she has had the opportunity, at national and state conferences, to present on the efforts and success of continuous improvement strategies.
<b>Greg Hollon</b>	Greg Hollon currently serves as an Educational Recovery (ER) Leader for the Kentucky Department of Education (KDE). He is in year 26 of serving in education. Previously, he served as assistant superintendent/chief academic officer, director of pupil personnel, Title I director, school-based decision making (SBDM) coordinator, district assessment coordinator, principal, assistant principal, curriculum coach, and English teacher in both Fayette and Clark Counties. He has served on Diagnostic Reviews previously for Cognia
<b>Michael Coffey</b>	Michael Coffey has over 25 years of experience as a teacher, curriculum developer, instructional coach, and administrator. He is currently the assistant principal at the Kentucky School for the Blind in Louisville, Kentucky. In this position, he coordinates curriculum and material development for K-12 students, develops and implements professional development, and serves as district assessment coordinator, extended schools coordinator, English language learner coordinator, and in other roles that empower students.
<b>Melissa Brubaker</b>	Melissa Brubaker is in year 18 in education after entering by non-traditional means. Melissa worked at the Medical University of South Carolina's Institute of Psychiatry. Beginning in the metro Atlanta area, she worked as a high school counselor and director of guidance before moving into administration at the same high school. After nine years at the high school, she relocated to southwest Georgia, where she served as an assistant principal at a high-poverty middle school and, soon after, at a historically failing elementary school. Melissa is a graduate of the inaugural 2018-19 Georgia Governor's School Leadership Academy and a participant in the Chief Turnaround Office's School Turnaround Leadership program from 2018-20. She later became the principal of North Charleston Elementary, where she continues to serve.

# Appendix

## Cognia Performance Standards ratings

### Key Characteristic 1: Culture of Learning

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

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

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

## Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	1

## Key Characteristic 3: Engagement of Learning

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

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



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

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

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

# Student Performance Data

**School Name: Foster Heights Elementary School**

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	23	45
	4	*	46
	5	21	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	14	37
Editing and Mechanics	5	26	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in third- and fifth-grade reading, social studies, and editing and mechanics.

## Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	40	38
Percent Score of 60-80	40	28
Percent Score of 100	*	19
Percent Score of 140	20	9

Plus

- Forty percent of English learners (ELs) received 60-80 points for progress on the ACCESS assessment in 2021-22, which was above the state average.
- Twenty percent of ELs received 140 points for progress on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- Forty percent of ELs received 0 points for progress on the ACCESS assessment in 2021-22, which was above the state average.



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

<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>
All Students	23	*	N/A	N/A	N/A	N/A
Female	28	*	N/A	N/A	N/A	N/A
Male	17	*	N/A	N/A	N/A	N/A
African American	*	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	24	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	22	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	25	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	25	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	22	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	22	*	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	23	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

**Plus**

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

**Delta**

- Economically disadvantaged students who scored proficient/distinguished in third-grade reading on the KSA in 2021-22 scored one percentage point lower than the all-student group.
- Males who scored proficient/distinguished in third grade on the KSA in 2021-22 scored six percentage points lower than the all-student group and eleven percentage points below the female group.

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

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

**Plus**

- Student performance 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.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	21	*	N/A	14	26	*
Female	27	*	N/A	*	33	*
Male	18	*	N/A	15	*	*
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)	21	*	N/A	15	26	*
Economically Disadvantaged	15	*	N/A	*	*	*
Non-Economically Disadvantaged	26	*	N/A	18	29	*
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	24	*	N/A	15	29	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	22	*	N/A	14	27	*
Non-English Learner or Monitored	22	*	N/A	14	27	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	20	*	N/A	14	25	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

### Plus

- Females who scored proficient/distinguished in fifth-grade reading on the KSA in 2021-22 scored six percentage points higher than the all student group.

### Delta

- Males who scored proficient/distinguished in fifth-grade reading on the KSA in 2021-22 scored nine percentage points below the female student group and three percentage points below the all student group.
- Economically disadvantaged students who scored proficient/distinguished in fifth-grade reading on the KSA in 2021-22 scored six percentage points below the all-student group.



# Schedule

## Monday, February 6, 2023

Time	Event	Where	Who
3:00 p.m. – 6:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:30 p.m.	Principal Presentation	Foster Heights Elementary	Diagnostic Review Team Members and Foster Heights Administration

## Tuesday, February 7, 2023

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

## Wednesday, February 8, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:30 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 4:30 p.m.	Team returns to hotel		
4:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, February 9, 2023

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

