Cognia Diagnostic Review Report

Results for:

Harrison Elementary School

January 9-12, 2023

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	15
Certified Staff	16
Noncertified Staff	1
Students	10
Parents	3
Total	48

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:

Evidence indicated Harrison Elementary School's current principal, the third principal in three years, has established goals this year to focus on climate and culture, professional learning communities (PLC), and Tier 1 instruction. Based on the evidence presented to the team, the leadership, feeling a sense of urgency to turn around Harrison Elementary, launched the year with the theme "Big Things Popping."

Interview data with staff and district employees showed that the school is on the right track to see improvements. The teachers feel confident in the direction of the school under its new leadership and look forward to the work ahead. In interviews, teachers said they enjoy the students and that their colleagues have been cooperative and supportive of the work. Multiple interviews with teachers indicated that they receive high levels of support from administration and coaches.

Additionally, evidence indicated expectations for students and teachers are clear. During several interviews, the team heard comments such as "We know the Harrison way." Expectations of students are reiterated every morning during the announcements with the recitation of the school creed. Students were able to recite this creed during their interviews, which was an indication of its importance to all students and staff. Additionally, all students are expected to receive at least six positive interactions from adults each day. Students are allowed to earn incentives by cashing in Employability Operating System (EOS) bucks to purchase prizes for great behavior. The leadership also shared that the school's three mentoring programs, The Salvation Army, Kentucky Collegiate, and Amigos, focus on student relationships to help support student growth.

During interviews with leadership and teachers, many identified a need for better family engagement. Several events have occurred this year to address this need including a literacy night (September 2022), fall carnival (October 2022), a book fair, breakfast with "Our Poppin Principal" (November 2022), and a primary arts and music showcase (December 2022). Furthermore, the school was able to launch its first elementary basketball team. The school has an advisory leadership team that meets monthly to discuss the improvement process and school goals. This committee is composed of teachers, administrators, parents, and community members. The family survey data showed that 100 percent of families agreed/absolutely agreed with the statement, "The adults make us feel welcomed (1)."

PLC meetings are held weekly to promote teacher collaboration and provide curriculum support. Grade-level teams are scheduled to meet three days per week. The PLCs use the Plan, Do, Study, Act (PDSA) continuous improvement model. During PLC meetings, teachers are expected to have action-oriented discussions based on disaggregated data that drive decisions for a Multi-Tiered System of Supports (MTSS). Multiple teachers indicated during interviews that they appreciate the high levels of support from the administration and support staff and believe the school is team oriented.

Several committees (e.g., instructional leadership team, family and community engagement, positive behavior interventions support, advisory leadership team) exist to address the continuous improvement of the school; however, the school does not have a committee focused on climate and culture. The Diagnostic Review Team identified a need to create a committee to specifically address climate and culture issues, including the retention

of highly qualified staff to support the improvement process. Several stakeholders shared that high staff turnover makes it hard to sustain improvement initiatives and programs.

During the principal presentation, the principal shared the school's mission, vision, and the school creed. Leadership indicated that the focus of these guiding statements was to showcase the great things happening in the school and change negative narratives that had developed previously. Stakeholder interviews indicated, however, that the vision and mission statement had been passed down from leadership and had not involved widespread stakeholder input or collective decision making. The school has initiated several new programs and resources this year, and teachers shared in interviews that they feel a little overwhelmed with the expectation of using the resources effectively. Additionally, teachers shared that the days are long, and they would like the school to revisit the extended-day program associated with the "I Promise Academy." The Diagnostic Review Team believes that revisiting the vision and mission statement collectively with all stakeholders would help communicate the intent behind the school's work and focus.

Leadership indicated that Tier 1 instruction and engagement are the priorities for improving student learning. However, the lack of differentiation and an effective MTSS system indicates that many students' academic and behavior needs may continue to go unmet. The team observed whole group instruction in many classrooms, and, when teachers were observed working with small groups, all the other students worked on the same online resource or skill. The Diagnostic Review Team suggests that a uniform support system to address students' Tier II and III emotional and academic needs is vital for students' well-being.

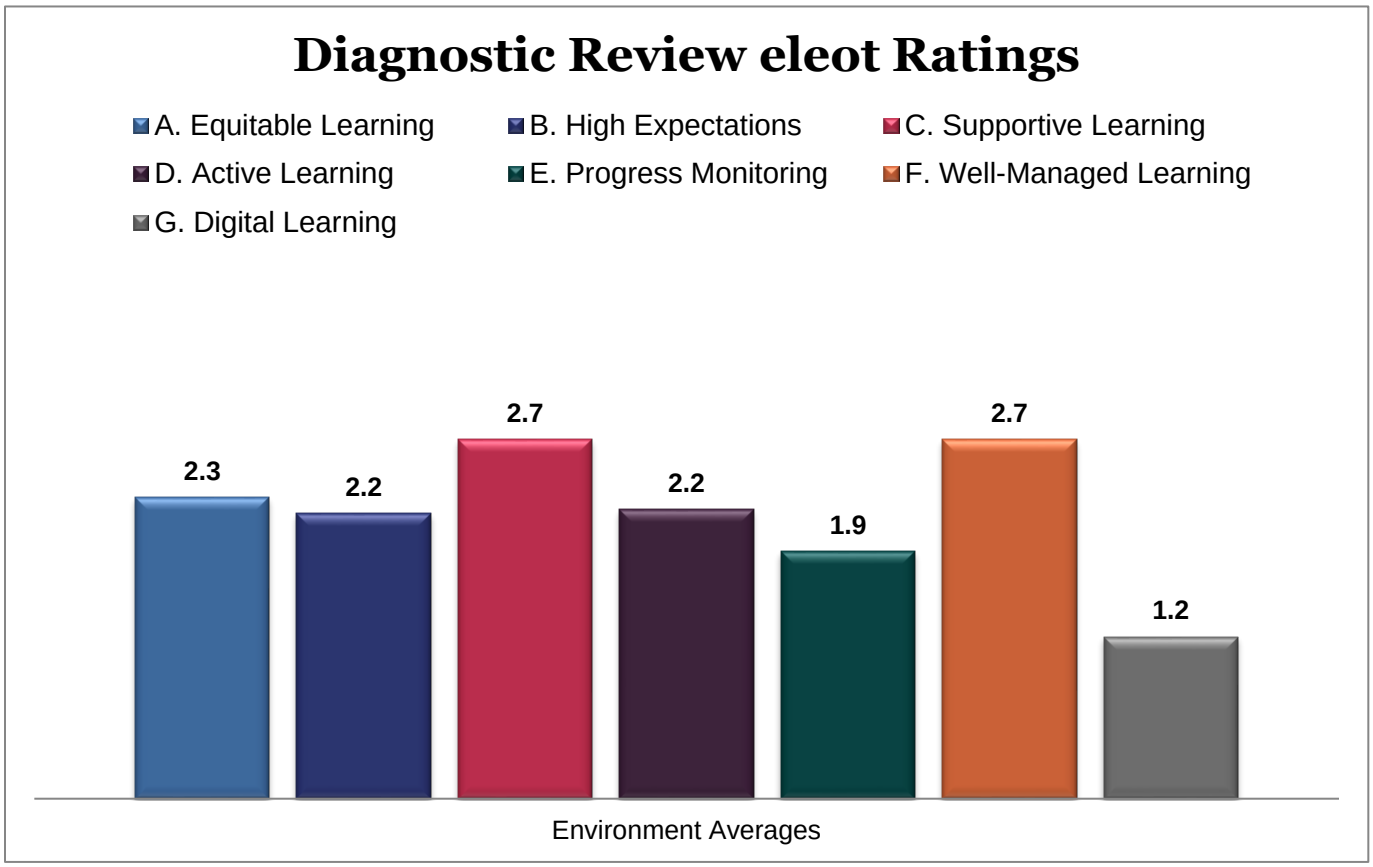
Potential Leader Actions:

- Design a clear instructional process based on high expectations for teaching and learning to strengthen the delivery of classroom instruction.
- Create a targeted walkthrough tool that aligns with schoolwide instructional expectations to facilitate concise teacher feedback and coaching.
- Use data from walkthrough tools to inform coaching cycles that support teachers in the implementation of best practices.

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 22 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	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	55%	27%	18%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	27%	45%	23%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	9%	68%	23%
A4	1.5	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.	73%	14%	5%	9%
Overall rating on a 4-point scale:		**2.3**				

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.	14%	41%	41%	5%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	14%	36%	45%	5%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	50%	36%	9%	5%
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).	18%	55%	23%	5%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	18%	45%	32%	5%
Overall rating on a 4-point scale:		**2.2**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	36%	50%	9%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	27%	9%	45%	18%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	23%	64%	9%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	23%	59%	18%
Overall rating on a 4-point scale:		**2.7**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	18%	41%	36%	5%
D2	1.7	Learners make connections from content to real-life experiences.	50%	32%	14%	5%
D3	2.6	Learners are actively engaged in the learning activities.	0%	41%	55%	5%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	32%	32%	27%	9%
Overall rating on a 4-point scale:		**2.2**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	59%	32%	9%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	36%	41%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	18%	45%	36%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	45%	45%	9%	0%
Overall rating on a 4-point scale:		**1.9**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	0%	18%	77%	5%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	23%	59%	14%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	5%	32%	50%	14%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	14%	32%	45%	9%
Overall rating on a 4-point scale:		**2.7**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	73%	14%	14%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	82%	14%	5%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	95%	5%	0%	0%
Overall rating on a 4-point scale:		**1.2**				

eleot Narrative

The Diagnostic Review team members completed 22 observations in core content classrooms with a focus on classroom instructional process and student learning expectations. The observational results revealed several strengths. The Well-Managed Learning and Supportive Learning environments received the highest overall ratings of 2.7 on a four-point scale. Team members acknowledged positive overall student behavior as evidenced in 82 percent of classrooms, where it was evident/very evident that “Learners speak and interact respectfully with teacher(s) and each other (F1).” An additional area of celebration, that “learners are treated in a fair, clear, and consistent manner (A3)”, was evident/very evident in 91 percent of classrooms. Also, it was evident/very evident in 73 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

The team observed some emerging strengths of the school’s culture and climate. It was evident/very evident in 77 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” Learners that are “supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)” were evident/very evident in 73 percent of classrooms. However, it was evident/very evident in 59 percent of classrooms that “learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)”, and evident/very evident in 63 percent of classrooms that “Learners take risks in learning (without fear of negative feedback) (C2).” These areas are foundational to providing educational environments that promote progress in student learning and growth in student performance.

Observations revealed areas the school can address to improve instructional effectiveness and increase student achievement. Assignments and tasks were generally the same for all students. Learners who “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 18 percent of classrooms. Opportunities for students to “collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)” were evident/very evident in 36 percent of classrooms. It was also evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).”

The team noted few learning opportunities that involved a high level of rigor or optimal integration of technology. It was evident/very evident in 28 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).” It was also evident/very evident in 14 percent of classrooms that “learners demonstrate and/or are able to describe high quality work (B3)”, and in five percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).”

Observations further revealed that students often do not understand their own progress toward learning goals. In nine percent of classrooms, it was evident/very evident that “learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” and that “Learners understand and/or are able to explain how their work is assessed (E4).”

Potential Leader Actions:

- Focus instructional planning and design to provide students with opportunities to collaborate with peers on assignments that promote high engagement and are differentiated based on student need.
- Design rigorous learning opportunities and establish high expectations for mastery of the content to help students attain growth and proficiency at the expected level.

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 common expectations and practices for Tier 1 instruction that are aligned to grade-level standards and incorporate best practices to increase student achievement.

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

A review of student performance data suggests that student proficiency could be increased through Tier 1 instruction based on high expectations and learner-centered practices. Data from the Kentucky Summative Assessment (KSA) in 2021-22 showed the percentage of students reaching proficiency in third-grade reading was 23 percent, while the state average was 45 percent. The percentage of students reaching proficiency in third-grade math was 10 percent, while the state average was 38 percent. The percentage of students in fourth grade achieving proficiency in math was 14 percent while the state average was 39 percent. Fifth-grade student proficiency in editing and mechanics in writing was 26 percent while the state average was 47 percent.

During the Diagnostic Review, the leadership team identified Tier 1 instruction in both reading and math as an area of improvement. Classroom observational data showed that it was evident/very evident in 14 percent of classrooms that “Learners demonstrate and/or are able to describe high quality work (B3).” It was evident/very evident in 37 percent of classrooms that “learners take responsibility for and are self-directed in their learning (B5)”, and evident/very evident in 28 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).” It was also evident/very evident in 46 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).”

Interview data indicated that expectations for student behavior are reiterated daily on the announcements and in classrooms and posted throughout the building. Stakeholders used the following words/phrases to describe Harrison Elementary: “promising”, “hopeful”, “growth”, “potential”, and “the one to watch.” These words indicated that the school is poised to improve. Although student behavior and professional expectations were clear, stakeholders were unable to articulate expectations for teaching and learning and could not identify an instructional process. Interview data identified several programs, initiatives, and practices (e.g., Next Steps in Guiding Reading, The Jan Plan, Ready for Reading, Amplify for Science, Investigations and Envisions for Math, Amigos); however, stakeholders could not articulate a cohesive description of Tier I instruction and could not describe how programs, practices, and initiatives are monitored and adjusted. The Diagnostic Review Team found evidence that the school was implementing a myriad of programs, initiatives, and/or practices but did not find evidence of a process to assure their effectiveness.

Multiple teacher interviews indicated that staff receive a high level of support from the administration and feel the school is very team oriented. They identified the need for instructional support, specifically in math. Several interviewees noted a need for a math coach and/or math intervention.

The stakeholder perception and experience data supported the need for common expectations and practices for Tier 1 instruction. Educator survey results showed that 55 percent agreed/absolutely agreed that they “provide an instructional environment where all students thrive (9).” The educator survey revealed that 67 percent agreed/absolutely agreed that they “deliver instruction that considers learners’ needs, interests and potential (8).” Out of the students who were surveyed, 65 percent agreed/absolutely agreed with the statement, “In the last 30

days I had lessons that made me want to learn new things (12).” According to the 2022-23 “In Their Own Words Survey”, students were asked to describe what they do most often in classes, and their responses were complete worksheets (60 percent), listen to teachers talk (67 percent), do the same work as everyone else (43 percent), and work on what I need (23 percent) (21).

Evidence did not indicate a specific protocol is in place for the PDSA process for continuous improvement. While PLCs use an agenda and a PDSA timeline, it is not clear if teachers and interventionists are using this information to differentiate instruction to increase student learning. The school is providing professional development to create a planning protocol for all common planning sessions. In addition, instructional leadership team agendas indicate that initial work has begun with backwards planning and using data from common formative assessments (CFAs) to determine the next steps in instruction. Some grade levels are digging deeper into using CFA data to monitor and change instruction. Evidence shows that other teams need additional support in this area.

Potential Leader Actions:

- Use academic instructional coaches to model evidence-based strategies around lesson design and backward planning.
- Provide support for teachers in the authentic use of data to make daily informed decisions in core Tier 1 instruction to meet student needs.
- Create and monitor a plan to ensure instruction and instructional resources are at grade level and are at an appropriate level of rigor to prepare students to reach their potential.

Improvement Priority 2

Develop, Implement, and monitor data-driven Tier I, II, and III instructional supports, within an MTSS system, that are based on students' individual needs and interests in order to maximize student outcomes.

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

Based on the data from the KSA in 2021-22, student performance was below the state average in every content area and all sub-groups. On the third-grade reading assessment, 15 percent of female students reached proficiency, and 21 percent of non-English Learner (EL) students reached proficiency. Third-grade math data showed that 12 percent of male students reached proficiency and 10 percent of non-gifted and talented students reached proficiency. In fourth-grade math, 14 percent of non-EL students reached proficiency, 18 percent of male students reached proficiency, and 10 percent of economically disadvantaged students reached proficiency. In fifth-grade editing and mechanics, 26 percent of students reached proficiency. These data indicate a need for an instructional support system (i.e., MTSS) based on students' individual needs and interests in order to improve student outcomes.

Classroom observational data showed it was evident/very evident in 18 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Data further revealed it was evident/very evident in zero percent of classrooms that "learners use digital tools/technology to communicate and work collaboratively for learning (G3)", indicating a need for tools and technology to support different learning styles and interests to maximize student outcomes. It was evident/very evident in nine percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)."

In interviews, stakeholders stated that data are collected and discussed in PLC meetings, but they could not articulate how data inform classroom instruction and differentiation. Interviews did not provide evidence of guidelines or procedures for an MTSS process. One educator's comment captured the sentiment of many interviewees by stating, "There is an attempt to use data to adjust instruction, but it is just not there yet. We know we need to do it differently, but we don't know how to fix it." During interviews, educators also shared that the school had employed four different principals over the last three years.

Educator survey results revealed that 64 percent agreed/absolutely agreed that in their institution, they "follow a process to determine the support that learners need (10)", and 55 percent agreed/absolutely agreed that they "provide an instructional environment where all learners thrive (9)." The student survey data revealed that 68 percent agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that made me think in new ways (15)."

The Diagnostic Review Team did not find evidence indicating that a system for MTSS is in place at this time or that Tier I, II, and III instruction is differentiated to support students with academic and behavioral challenges.

Potential Leader Actions:

- Continue developing teacher competencies for PLC protocols to facilitate instructional conversations around curriculum (e.g., curriculum resource support, learning targets and success criteria aligned to standards mastery, evaluation of formative assessment to make instructional adjustments).
- Create an MTSS system to track student progress, monitor data, and adjust instruction to meet the needs of all students at Tier I, Tier II, and Tier III.
- Provide intervention time within the instructional day to address the academic and behavioral needs of students at Tier II and Tier III levels.

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 has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal at Harrison Elementary School has demonstrated a clear understanding of what is necessary to lead the school's turnaround efforts. The principal has a laser focus on cultivating a culture of learning that aligns with the school's mission, vision, and theory of action. The principal has established procedures and protocols that are evident in the school's continuous improvement "game plan" that include expectations for PLCs, instructional coaching, and the new student mentoring program called Amigos. The principal is using methods for continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

The principal has made the improvement of culture and climate a priority, with a program designed to specifically empower female students to engage in their learning. Additionally, the principal leads the school's leadership team to develop an environment where all stakeholders feel seen, heard, valued, respected, and included in all aspects of the school.

The principal has demonstrated an unwavering commitment to student achievement. This commitment is routinely and strategically communicated to all staff, students, parents, and community partners through weekly newsletters, faculty meetings, in-person communications, and emails. The principal seeks to make the school more effective for each student, teacher, and staff member and for families and the community. All stakeholder voices are sought in the activities, strategies, and practices implemented at the school through the implementation of multiple committees made up of administrators, teachers, paraprofessionals, parents, and community members.

The implementation of the PDSA continuous improvement process is another tool the principal is using to engage staff to analyze and determine root causes impacting students' achievement. This process is being used in connection with the PLC implementation plan. However, this system is not yet fully developed and will require more coaching and modeling before teachers are able to carry out the PLC process with fidelity. The principal is leading and empowering teachers to develop technically appropriate systems of data collection, management, analysis, and use of student data.

The principal exhibits a sense of urgency in reshaping Harrison's climate and culture. This mindset was evident in general observations and interviews and has had a positive impact on the current improvement in the school. However, during the principal's presentation, she indicated that improvement in Tier I instruction is the highest priority area moving forward. As the "Harrison Way" becomes more established throughout the school, the principal will need to ensure that higher levels of student engagement are occurring throughout the building. Currently, there is a system for walkthroughs and coaching; however, moving forward, the principal needs to increase her ability to develop the capacity of staff to assess the value and application of emerging educational trends and the findings of research for the school and its improvement. The principal should coordinate the development of a system to provide differentiated coaching and professional learning, based on walkthroughs, observations, and student performance data, that will increase teacher capacity in the use and application of high-yield instructional strategies with fidelity.

Team Roster

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

Team member name	Brief biography
David Copeland Jr.	Mr. David Copeland Jr. has been serving for 16 years in the field of education. He began his career teaching fourth-grade math and science and was also the chairperson for that school's improvement council and faculty advisory committee. After teaching in the classroom, he became an assistant principal. David has received an endorsement for having completed the South Carolina Department of Education's (SDE) Transformational Leadership Academy (SCTLA). He currently serves as a principal of a school in South Carolina.
Chris Mueller	Dr. Chris Mueller has over 37 years of experience as a teacher, administrator, and Educational Recovery Leader (ERL). Dr. Mueller has taught at the middle, high school, and collegiate levels. While serving as an ERL, Dr. Mueller worked with administrative teams and school leadership teams to facilitate turnaround efforts in Kentucky's central region. Additionally, he has been an associate lead in multiple Diagnostic Reviews across the commonwealth. Dr. Mueller has also led monitoring reviews in CSI schools for the Kentucky Department of Education. He is a certified facilitator for the National Institute for School Leadership (NISL) for the Lead-KY initiative. Dr. Mueller also has experience as an adjunct instructor in political science for Campbellsville University.
Jessica Simpson	Jessica Simpson has 16 years of experience in education, having taught and served as an instructional coach. Jessica taught at a Comprehensive Support and Improvement (CSI) school. In her capacity as a coach, she mentored teachers, provided professional learning, and designed systems. Ms. Simpson currently serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education, where she supports CSI schools in her region.
Alaina Barkley	Alaina Barkley has served in public education for the past 13 years. She spent 10 years teaching elementary school and the past three years as a math coach and academic instructional coach. Alaina has served on instructional leadership teams, the school-based decision-making team, and the advisory council for the Youth Services Center. She has mentored teachers and recently won mentor of the year within Jefferson County Public Schools. She has presented for Kentucky Center for Mathematics and published a quick reference guide for mathematics instruction.

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.	**2**
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	**2**

Key Characteristic 2: Leadership for Learning

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

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

Key Characteristic 3: Engagement of Learning

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

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

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

Key Characteristic 4: Growth in Learning

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

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

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

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

Student Performance Data

School Name: Harrison Elementary School

2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	23	45
	4	*	46
	5	*	45
Math	3	10	38
	4	14	39
	5	*	38
Science	4	*	29
Social Studies	5	*	37
Editing and Mechanics	5	26	47
On Demand Writing	5	*	33

Plus

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

Delta

- In third-grade reading, 23 percent of students scored proficient/distinguished, while the state average was 45 percent.
- In third-grade math, 10 percent of students scored proficient/distinguished, while the state average was 38 percent.
- In fourth-grade math, 14 percent of students scored proficient/distinguished, while the state average was 39 percent.
- In fifth-grade editing and mechanics, 26 percent of students scored proficient/distinguished, while the state average was 47 percent.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	25	38
Percent Score of 60-80	25	28
Percent Score of 100	19	19
Percent Score of 140	31	9

Plus

- Twenty-five percent of English Learner (EL) students received 0 points for progress on the ACCESS assessment in 2021-22, while the state average was 38.
- Twenty-five percent of EL students received 60-80 points for progress on the ACCESS assessment in 2021-22, while the state average was 28.
- Thirty-one percent of EL students received a score of 140 on the ACCESS assessment in 2021-22, while the state average was nine.

Delta

- The percentages were not low enough to qualify for a delta.

2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	23	10	N/A	N/A	N/A	N/A
Female	15	*	N/A	N/A	N/A	N/A
Male	29	12	N/A	N/A	N/A	N/A
African American	28	*	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)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	25	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	28	12	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	21	13	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	21	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	N/A
Non-Gifted and Talented	23	10	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- In reading, 15 percent of female students reached proficiency.
- In math, 12 percent of male students reached proficiency.
- In math. 10 percent of non-gifted and talented students reached proficiency.
- In math, 13 percent of non-EL students reached proficiency.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	14	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	*	18	*	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	*	10	*	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	*	15	*	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	*	14	*	N/A	N/A	N/A
Non-English Learner or Monitored	*	14	*	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	*	10	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- In math, 10 percent of economically disadvantaged students reached proficiency.
- In math, 14 percent of non-EL students reached proficiency.
- In math, 18 percent of male students reached proficiency.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	N/A	*	26	*
Female	*	*	N/A	*	33	*
Male	*	*	N/A	*	*	*
African American	*	*	N/A	*	23	*
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	*	24	*
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	*	32	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	*	29	*
Non-English Learner or Monitored	*	*	N/A	*	30	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	*	26	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- In editing and mechanics, 26 percent of non-gifted and talented students reached proficiency.

Schedule

Monday, January 09, 2023

Time	Event	Where	Who
3:00 p.m. – 4:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m.	Principal Presentation	Harrison Elem	Diagnostic Review Team Members
6:00 p.m.—8:00 p.m.	Team Work Session # 2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 10, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:45 a.m.	Principal Interview	School Office	Diagnostic Review Team Members
8:50 a.m.-4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:30 p.m. – 5:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 11, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	D.R. Team Members
3:30 p.m. – 5:30 p.m.	Team returns to hotel		D.R. Team Members
6:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	D.R. Team Members

Thursday, January 12, 2023

Time	Event	Where	Who
8:00 a.m. – 11:30 a.m.	Final Team Work Session to include any needed Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review needed to finalize review and school visit	School	Diagnostic Review Team Members