



Cognia Diagnostic Review Report

**Results for:
Jefferson County Public Schools**

December 5-8, 2022

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Introduction

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

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

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

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

Stakeholder Groups	Number
School Board Members	7
District-Level Administrators	39
Building-Level Administrators	44
Kentucky Department of Education Staff	1
Students	5
Parents/Community Members	10
Total	106

Performance Standards Evaluation

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

indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

The district and school leaders of Jefferson County Public Schools (JCPS) displayed a strong commitment to their vision and mission, which includes their Three Pillars of Success and the Six Essential Systems for a Strong Learning Climate. A review of several documents (e.g., JCPS Strategic Plan, Vision 2020: Excellence with Equity, JCPS improvement model, vision and mission statements, Rebuild, Recover, and Reimagine: Future State of JCPS) revealed the district was focused on high expectations for teaching and learning. The district-wide equity policy and connected implementation resources indicated a dedication to engaging all stakeholders in continuous improvement. Stakeholder interview responses indicated that the Board's policy decisions were predominantly driven by data analysis. Stakeholder interview responses further revealed that processes and protocols for data-driven systems were evident in most district departments. Human and fiscal resources were allocated to support improvement and ensure success for students at the Comprehensive Support and Improvement (CSI) schools.

Staff members from the Accelerated Improvement Schools (AIS) office at JCPS forged a collaborative partnership with the Kentucky Department of Education's (KDE) Office of Continuous Improvement and Support. Educational Recovery (ER) staff members from KDE assigned to JCPS worked collaboratively with the AIS office to identify actionable steps and provide direct support to the identified CSI schools. Interview responses from various stakeholder groups indicated that this specific support partnership was instrumental in structuring the strategic planning processes and turnaround leadership initiatives conducted by the AIS office. The AIS office implemented an online dashboard that reflected school-level student achievement, and the data were frequently reviewed with building and district leaders. Interview data further revealed that training opportunities (e.g., principal meetings, lunch and learn sessions, data literacy, coaching, and feedback) built capacity in AIS principals, which resulted in perceived connections to increased student achievement. The district Diagnostic Review Team commends the JCPS AIS office staff, CSI principals, and KDE's Educational Recovery specialists and leaders for the work completed throughout the past year, which resulted in 11 schools exiting CSI status.

The Office of Accountability, Research, and Systems Improvement implemented an Investment Tracking System (ITS) based on needs, goals, target populations, a theory of action, and outcomes evaluation. They have also initiated the Program Evaluation Committee (PEC) by developing a logic model around Positive Behavioral Interventions and Supports (PBIS), Explore Academies for middle schools, nurses in schools, and diversity hiring practices. The Office of Diversity, Equity, and Poverty provides myriad resources for schools, including a walkthrough cycle, feedback, and next steps to consider for embedding culturally responsive teaching and learning.

Interview data analysis also revealed that community partnerships were prevalent throughout the district. Community members interviewed by the Diagnostic Review Teams indicated that their voices were heard, and their input was put into action. Guiding Teams, which were composed of community members, district personnel, and school staff, developed curriculum, pacing guides, and pathways based on workforce needs and student interests for the Academies of Louisville program in many JCPS high schools. A middle school component, Career Technical Education (CTE) Explore, was also implemented to motivate middle school students when selecting high school options.



Stakeholder interview, survey, and classroom observational data analysis and document and artifact reviews indicated the need for a comprehensive, continuous process whereby students learn through a standards-aligned, rigorous, and high-quality curricula from teachers using effective and engaging instructional strategies. The district Diagnostic Review Team concurred with many district and school personnel who stated in interviews that the district should find ways to actively engage teachers in ongoing and structured collaboration related to curriculum alignment, assessment development, data analysis, adjustment of lessons, and differentiated instruction. Furthermore, the team found that the district and school leaders rarely monitored and evaluated program effectiveness, determined the impact of specific strategies in goal areas, or identified whether improvement goals were attained. Although there were structures created to provide time for district leaders, school leaders, and teachers to collaboratively learn and plan, data (i.e., Vital Signs, Formal Systems Review [FSR], and Comprehensive Systems Review [CSR] visits) were not consistently, continuously, or intentionally analyzed to inform continuous improvement processes and evaluate the effectiveness of district initiatives.

While stakeholder interviews provided evidence that the AIS office staff was accessible, approachable, and highly visible in schools, the team found a lack of support for the specific needs of school leaders and their staff members. Stakeholder interview data analysis revealed that the number of staff provided for the AIS office was not equitable compared to staff provided for zones supporting non-AIS schools. Multiple stakeholders expressed concern that the assistant superintendent for the AIS office was also the executive administrator for AIS middle and high schools. Many interviewed stakeholders expressed a desire for a differentiated and tiered level of support provided to each CSI leadership team and school. Stakeholders further shared that district resources were available to non-CSI schools, but schools assigned to the AIS zone seemed unaware.

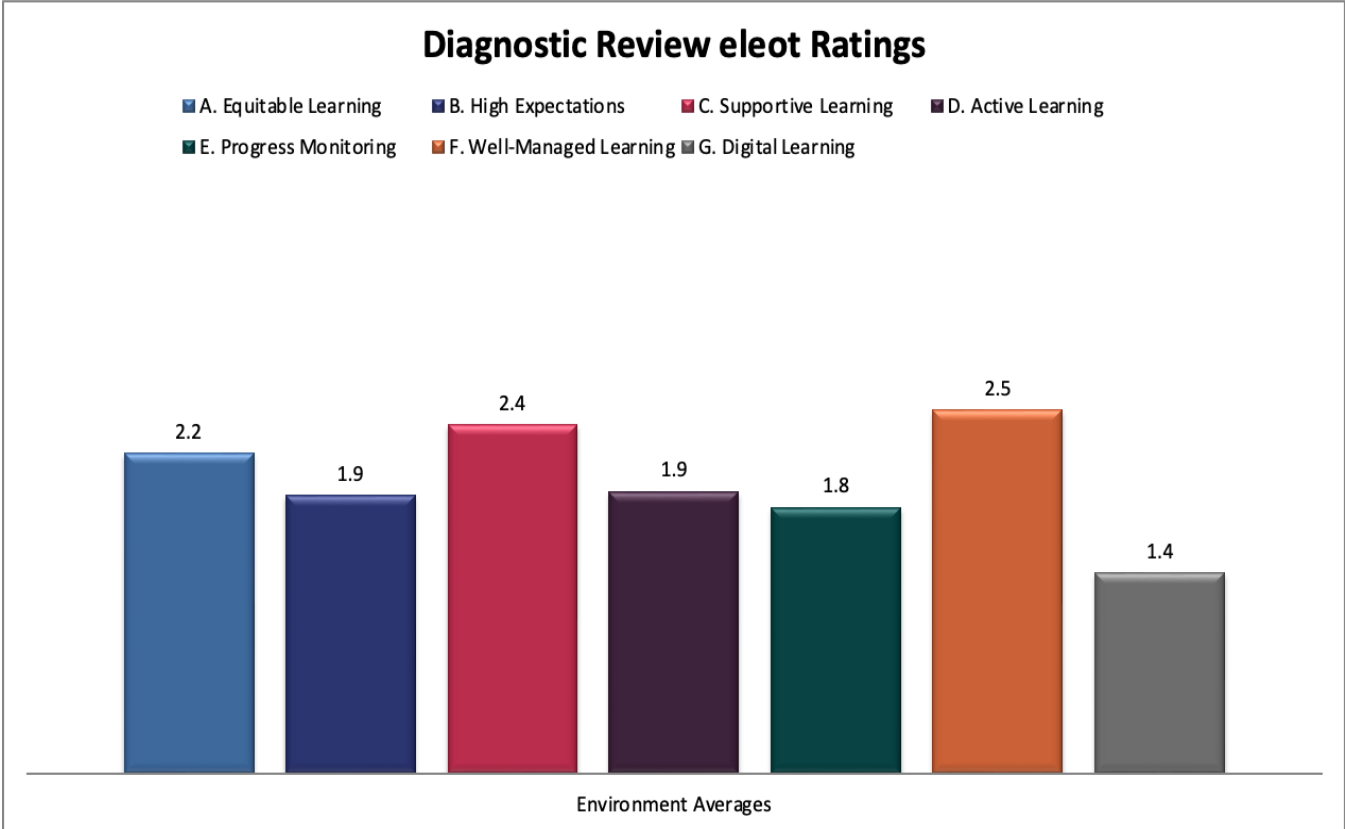
Potential Leader Actions:

- Establish and commit to a clear set of performance benchmarks and measures to monitor and determine the efficacy to meet improvement goals.
- Prioritize, analyze, and use data to evaluate program effectiveness, monitor the impact of specific strategies, and/or determine attainment of district goals regarding improvement in student achievement.
- Develop a co-design process to receive input from AIS principals in planning AIS week and agendas for principal meetings.
- Design a timeline, working agenda, and protocol (with input from AIS principals) that is tiered to meet individual school's needs and used by Executive Administrators when visiting schools.
- Create time within principal meetings and Lunch and Learns to communicate all the support and services each district department can provide specifically for AIS schools.
- Establish a collegial venue for AIS principals to communicate and collaborate with non-AIS school leaders.
- Evaluate the effectiveness of the AIS strategic plan (i.e., implementation and impact) on improving student achievement.

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 512 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%	28%	14%	2%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	9%	29%	49%	14%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	6%	21%	54%	19%
A4	1.6	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.	59%	27%	12%	3%
Overall rating on a 4-point scale:			2.2			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	32%	46%	19%	2%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	24%	46%	27%	3%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	52%	36%	11%	1%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	31%	49%	17%	3%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	30%	46%	21%	3%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	22%	38%	32%	9%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	28%	37%	27%	9%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	11%	41%	38%	11%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	12%	31%	43%	15%
Overall rating on a 4-point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	30%	42%	25%	3%
D2	1.8	Learners make connections from content to real-life experiences.	44%	31%	21%	3%
D3	2.2	Learners are actively engaged in the learning activities.	15%	54%	26%	5%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	54%	27%	16%	2%
Overall rating on a 4-point scale:			1.9			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	54%	32%	12%	1%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	24%	47%	25%	4%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	20%	53%	24%	3%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	62%	30%	7%	1%
Overall rating on a 4-point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	11%	28%	40%	21%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	11%	37%	36%	17%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	26%	31%	29%	14%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	17%	46%	27%	11%
Overall rating on a 4-point scale:			2.5			

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.	62%	18%	15%	4%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	81%	9%	7%	3%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	88%	8%	3%	1%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The 20 Diagnostic Review Teams visiting KDE-identified schools in JCPS conducted 512 eleot observations in core content classrooms. These observations provided the district Diagnostic Review Team with ample insight into instructional practice and student learning across schools in JCPS. The team determined that students had access to a variety of activities and were being treated fairly by adults in many classrooms. For example, in 73 percent of classrooms, observational data analysis revealed it was evident/very evident that “Learners are treated in a fair, clear, and consistent manner (A3).” Additionally, it was evident/very evident in 63 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).”

The Diagnostic Review teams observed instructional practices that were primarily teacher-driven with few instances of differentiation. It was evident/very evident in 16 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” The teams also observed lesson content that lacked rigor and was taught at the lower depth of knowledge levels. The teams seldom observed students engaged in work that required higher-order thinking. For example, in 20 percent of classrooms, it was evident/very evident 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).” Furthermore, it was evident/very evident in 12 percent of classrooms that “Learners demonstrate and/or are able to describe high quality work (B3).” Finally, instances when “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 21 percent of classrooms. Based on these observations, the district Diagnostic Review Team concurred with many interviewed stakeholders who pointed to the lack of district-wide curricula in academic content areas as a major reason for the 2021-22 Kentucky Summative Assessment (KSA) performance results. Furthermore, the existing curricula is not fully anchored in the Kentucky Academic Standards (KAS) or consistently implemented using effective and engaging instructional strategies.

Students across the 20 observed schools were underequipped to articulate how their assignments were evaluated by their teachers. It was evident/very evident in eight percent of classrooms that “Learners understand and/or able to explain how their work is assessed (E4).” Furthermore, instances when “learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 13 percent of classrooms. The district Diagnostic Review Team concluded that students would benefit from clearly defined criteria for learning tasks.



Although JCPS implemented a one-to-one technology initiative, few instances were observed across all 20 schools where technology was being used by students for learning purposes. Rather, most technology was used by teachers. Observational data analysis revealed that it was evident/very evident in four percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).” Additionally, instances where “learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)” were evident/very evident in 10 percent of classrooms. The district Diagnostic Review Team noted that classroom observational data indicated that technology was typically used by students to access information or specific programs.

In conclusion, classroom observational data revealed that students were infrequently exposed to differentiated learning opportunities, high academic expectations, or rigorous course work. Students had inconsistent access to differentiated tasks and ongoing activities to connect classwork with their own and others’ backgrounds and real-life experiences. There was also a perceived lack of understanding from students about how teachers assessed their assigned coursework. The use of higher-order questioning and quality exemplars were uncommon practices in many classrooms. Additionally, students were rarely observed working collaboratively on projects. By examining classroom observational data for all items within the seven learning environments, district leaders and school staff members within JCPS can identify additional leverage points to help the district improve instructional capacity and increase student performance.

Potential Leader Actions:

- Develop and implement district-wide curricula aligned with the KAS in academic content areas and use effective and engaging instructional strategies to address the KAS.
- Collaborate to build a common, district-wide lesson plan format that includes identifying and implementing effective and engaging instructional strategies, performance rubrics, and formative/summative assessments that align with the KAS.
- Identify or build a district-wide, research-based observational tool that focuses on high-yield instructional strategies. This observational tool should be employed when conducting informal observations to gather data on instructional practices.
- Develop and implement a district-wide professional development plan based on findings from informal observations using the district-wide observation tool.

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

Continue supporting the current and exited CSI schools by expanding the AIS office through either new or reallocated staff and resources.

Standard 15: Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Findings:

After a review of documents provided by JCPS (e.g., Vision 2020: Excellence With Equity, Elementary Funding Allocation, JCPS improvement plans, Future States, AIS Strategic Improvement Plan), it was evident the district did not have an established, documented plan to continue supporting the schools exiting CSI status. Although the district had continued some support for the schools no longer identified for CSI, stakeholder interview data indicated that the district had not developed a plan for long-term, tiered support for these schools that were still fragile.

Student performance data, as detailed in the CSI schools' Diagnostic Review reports, confirmed the need for district support as the percentage of students scoring proficient/distinguished on the KSA in 2021-22 was below the state average in all content areas at all grade levels. Of particular concern is the performance of students at the high school level, where the percentage of students meeting the benchmark on the ACT (formerly known as the American College Testing) in English, reading, and mathematics is below the state average for the 2021-22 school year. Furthermore, the percentage of students graduating in four-year and five-year cohorts is below the state average. These student performance data suggest that the district has not established monitoring and supporting procedures that ensure curriculum content is uniformly provided or that effective practices aligned to the district's values and beliefs are consistently used.

Although the support provided by the AIS office was deemed invaluable by many stakeholders, interview data indicated that the number of staff members in the office was inadequate. While stakeholder interviews provided evidence that the AIS office staff was accessible, approachable, and highly visible in schools, the district Diagnostic Review Team agreed that the specific needs of each building leader or school are not being supported adequately. Stakeholder interview data also revealed the perception that the number of staff provided for the AIS office was not equitable compared to staff provided for zones supporting non-AIS schools. As a result, ongoing support to current and exiting CSI schools may be limited due to the absence of a long-term district plan for when KDE reduces its support programs.

The Cognia 2021-22 survey data supported what the Diagnostic Review Teams recorded during stakeholder interviews. The survey data indicated that 64 percent of middle and high school students agreed/absolutely agreed that "The adults make sure we have the resources we need to learn (8)." Likewise, survey data revealed that 72 percent of educators agreed/absolutely agreed that "At my institution, we use learner information to make decisions about distributing resources (7)."

In conclusion, previously stated classroom observational data indicated that students seldom engaged in high-quality work or rigorous coursework and experienced limited differentiation of learning activities. In the AIS office, one English language arts (ELA) specialist and one mathematics specialist were assigned to work with schools,



which seemed inadequate to the district Diagnostic Review Team considering the findings from classroom observational data and the below average student performance results from the KSA in 2021-22.

Potential Leader Actions:

- Communicate expectations for protocols, processes, and accountability structures to support existing and incoming CSI schools.
- Create a transition plan for schools entering CSI status and a sustainability plan for exiting CSI schools to continue tiered support of those schools for at least three years.
- Consider having the assistant superintendent for the AIS office directly report to the superintendent to ensure necessary actions in support of CSI schools are conducted expediently and efficiently.
- Provide intentional, continuous professional development on turnaround strategies, processes, structures, and evidence-based practices for every district or school educator supporting or working in CSI schools or supporting the AIS office.
- Ensure the expanded AIS office builds the capacity of all its staff members in coaching for teacher effectiveness and turnaround leadership while support from KDE staff is gradually released.

Improvement Priority 2

Develop and implement a three-year monitoring process to ensure new initiatives are implemented with fidelity and evaluated to determine their return on investment.

Standard 26: Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Findings:

Interview data revealed that a majority of stakeholders felt there were too many initiatives in the district. Stakeholders also shared that many staff members were not aware of the availability of district support to schools for implementation of these initiatives. Furthermore, many stakeholders shared during interviews that they felt some of the initiatives were more like checklist items and had an insignificant impact on improving student achievement. Interview data also revealed that a majority of stakeholders believed many district initiatives were not based on research or sustainable. Although the Office of Accountability, Research, and Systems Improvement evaluated all programs to ensure sustainability and implemented an ITS, stakeholders shared that they were neither aware of a formal plan to evaluate all new initiatives for the fidelity of implementation or determination of their return on investment.

A review of several documents and artifacts (e.g., AIS Vital Signs by school, Vision 2020: Excellence With Equity, Six Essential Systems of a Strong Learning Climate, Three Pillars of Success) revealed the lack of a written and published district-wide comprehensive plan to evaluate new initiatives. The Cognia Survey data indicated that 79 percent of families agreed/absolutely agreed that “the adults use many types of information to help children learn (9)”, while 85 percent of educators agreed/absolutely agreed that “In the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21).” Student performance data indicated the need for ensuring new initiatives were formally evaluated since the percentage of students scoring proficient/distinguished on the KSA in 2021-22 was below the state average in all content areas at all grade levels. Of particular concern was the performance of students at the high school levels, where the percentages of students meeting the benchmark on the ACT in English, reading, and mathematics were below the state average for the 2021-22 school year. Additionally, the percentage of students graduating in both the four-year and five-year cohorts was below the state average for the 2021-22 school year.

Potential Leader Actions:

- Establish and implement written progress monitoring structures that ensure new initiatives are observed, evaluated, and assessed on an annual to three-year cycle.
- Identify metrics to be periodically measured and evaluated during the implementation of new initiatives.
- Consistently communicate expectations and provide district-wide support to school leaders and their staff members when implementing new initiatives.
- Consider including stakeholder feedback in the evaluation process when implementing new initiatives.

Your Next Steps

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



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

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

District Capacity in Diagnostic Review

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

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

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

- It is the consensus of the diagnostic review team that the district has the capacity to manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district requires intensive support in order to successfully manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district does not have the capacity to successfully manage the intervention in each school identified for CSI.

It is the consensus of the district Diagnostic Review Team that Jefferson County Public Schools has the capacity to manage the intervention in each school identified for CSI. During the superintendent's presentation and interview, it was evident the district has demonstrated maintenance and communication of a visionary purpose and direction through the establishment of Three Pillars of Success and Six Essential Systems for a Strong Learning Climate, which set the culture of shared values and beliefs about teaching and learning. As expressed by the superintendent, the current Strategic Plan, Vision 2020: Excellence With Equity, provides a North Star directional compass for the district and its commitment to high expectations for teaching and learning. Reviewed artifacts and interview data revealed a district-wide equity policy with resources to support implementation, a student resource backpack of success skills, and internal and external communication structures to engage all stakeholders in continuous improvement dialogues. Additionally, there is evidence that the district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness. The Board operates responsibly and ethically and engages in predominantly data-driven policy decisions. National, state, district, and school professional development opportunities are provided to all educators on data-informed and evidence-based strategies, processes, and protocols to improve student



outcomes and system effectiveness. There is evidence the district ensures that systems are in place for accurate data collection and use and a plan to implement high quality curriculum throughout the district. The district also has a plan to improve instructional design and delivery methods as evidenced by ongoing school-, district-, and state-level professional learning structures, such as teacher and leader professional learning communities, Vital Signs, formative systems review, comprehensive systems review, and various department walkthrough site visits followed by coaching and feedback cycles.

However, interviews revealed that implementing curriculum and focusing on teaching to all standards at all CSI schools is an area in need of improvement to ensure both teacher effectiveness and student achievement. CSI schools are provided support by the district staff in the AIS office. However, there are a limited number of staff available to support the entering, current, and exiting schools that have been identified for CSI. This results in inconsistencies in systemic turn-around improvement strategies being presented, implemented, executed, monitored, and evaluated at each school. The district also has no written, formal process to transition entering or exiting schools for sustainability.

The district ensures that systems are in place to allocate both human and fiscal resources to support improvement and ensure success for all students enrolled in CSI schools within the district. The superintendent shared in his presentation that a plan has been approved for additional funding to CSI schools, and the elementary funding plan will be implemented during the 2023-24 school year. Finally, interviews and artifacts indicate that the district has a comprehensive assessment system (i.e., AIS dashboard) that reflects school-level student achievement data. However, the district is not consistently using the comprehensive assessment system results to guide continuous improvement to inform AIS and CSI transformation systems, structures, and processes.

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
Milagros Fornell	Milagros Fornell is in her seventh year as a Diagnostic Review Lead Evaluator for Cognia. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as a school-site administrator, regional curriculum director, regional superintendent, associate superintendent/chief academic officer, and chief of staff.
Shannon L. Gullett	Shannon L. Gullett has 25 years of experience as an education leader and is currently serving as the Educational Recovery Director of the North Region for the KDE. She collaboratively supports CSI schools, specifically district and school leaders, by developing the capacity to build sustainable systems that will drive a continuous improvement approach that focuses on student learning and achievement. In addition to her eight years at the KDE, Shannon's educational experiences in Scott County Schools include being a middle school principal, curriculum coordinator, elementary teacher, and school technology coordinator.
David McFadden	David McFadden has 29 years of experience in education. He has served as a high school band teacher and elementary principal at Liberty Elementary in the Casey County School District.
Leesa Moman	Leesa Moman is an Educational Recovery Leader with the KDE. In that position, she provides support to identified districts that have a significant number of schools classified as Targeted Support and Improvement (TSI). She has over 40 years of experience assisting schools and districts as they build systems of continuous improvement, resulting in increased student academic performance. Leesa has served as a teacher, special education consultant, principal, director of special education, and assistant superintendent in Daviess County Public Schools. She has also served as an adjunct professor at Brescia and Western Kentucky University.
Quentina Timoll	Quentina Timoll serves as chief of staff for the Louisiana Department of Education. Dr. Timoll began her career as a classroom teacher in East Baton Rouge Parish before transitioning into leadership and administration. Most recently, Dr. Timoll served as the assistant superintendent of curriculum and instruction and the Innovation Network leader for the East Baton Rouge Parish School System.
Matt Willoughby	Matt Willoughby is an Educational Recovery Leader with the KDE. In that position, he supports identified schools that fall into the bottom five percent of schools based on the KSA and are federally classified as CSI. He has over 15 years of experience assisting schools and districts as they build systems of continuous improvement that result in increased student academic performance. Matt has served as a teacher, assistant principal, and principal. He currently facilitates yearlong cohorts for the National Institute of School Leadership (NISL). He has also completed the Center for Creative Leadership cohort and the Improvement Science program through the Carnegie Foundation for the Advancement of Teaching.

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.	3
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	3
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	3

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	2
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	3

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

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

Key Characteristic 3: Engagement of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	2
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.	2

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.	3
26. Leaders regularly evaluate instructional programs and	Leaders rarely implement a process to determine the effectiveness of the	Leaders occasionally implement a process to determine the effectiveness of the	Leaders routinely implement a documented process to determine the	Leaders consistently implement a documented process to determine the	2

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

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

Student Performance Data

District Name: Jefferson County Public Schools

2021-22 Kentucky Summative Assessment (KSA) Performance Results

School	%P/D Reading 3/4/5, 6/7/8, 10	%P/D Math 3/4/5, 6/7/8, 10	%P/D Science 4, 7, 11	%P/D Social Studies 5, 8, 11	%P/D Editing and Mechanics 5, 8, 11	%P/D On- Demand Writing 5, 8, 11
Byck Elementary	21/**	6/**	*	*	11	*
Cane Run Elementary	13*/21	*/8	*	8	28	*
Coleridge-Taylor Montessori Elementary	14/20/15	*/	7	9	10	6
Conway Middle	17/17/18	13*/14	*	11	16	6
Dixie Elementary	23/14/16	*/14	*	14	25	16
Engelhard Elementary	19*/16	22/7/23	*	23	29	*
Foster Traditional Academy (ES)	17/17/13	*/	*	9	19	*
Frayser Elementary	23*/29	*/	*	13	15	10
Frederick Law Olmsted Academy North (MS)	12/14/14	7/12/7	*	15	12	2
Frederick Law Olmsted Academy South (MS)	22/25/24	16/12/22	*	15	17	18
Indian Trail Elementary	18/24/15	12*/5	*	19	22	14
Iroquois High	11	*	*	13	16	14
Jacob Elementary	14*/	*/7	*	*	29	*
Kennedy Montessori Elementary	11/11/14	*/3	*	8	19	9
Kerrick Elementary	20/14/19	17*/	*	10	21	*
King Elementary	*/4	*/	*	*	5	*
Marion C. Moore School (MS)	18/25/27	12/16/24	7	21	27	19
Marion C. Moore School (HS)	25	19	7	17	27	13
Maupin Elementary	*/	*/	*	*	*	*
McFerran Preparatory Academy (ES)	15/10/10	*/	*	6	14	9
Mill Creek Elementary	13*/16	*/	*	12	18	*

Rangeland Elementary	37/10/14	29/*/12	*	7	19	*
Robert Frost Sixth-Grade Academy	17	*	N/A	N/A	N/A	N/A
Sanders Elementary	26/14/14	*/14/*	*	*	17	*
Semple Elementary	22/16/21	*/12/10	*	19	17	10
Shelby Traditional Academy (ES)	12/*/15	7/*/*	*	9	8	*
Stuart Academy (MS)	NA/12/13	NA/10/*	*	7	9	*
The Academy @ Shawnee (MS)	*/19/21	*/15/*	*	24	31	*
The Academy @ Shawnee (HS)	30	*	*	*	16	*
Thomas Jefferson Middle	16/22/19	12/12/15	*	15	21	13
Western High	20	10	*	14	15	*
Wheatley Elementary	20/*/*	*//*/*	*	*	11	*
Wilkerson Elementary	25/16/26	10/*/14	*	19	30	15
Young Elementary	20/15/9	*//*/*	*	*	15	*

Student Performance plus/deltas can be found in individual school Diagnostic Review Reports.

Schedule

Monday, December 5, 2022

Time	Event	Where	Who
4:30 p.m. – 5:15 p.m.	Superintendent Presentation	District Office	Diagnostic Review Team Members
5:30 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 6th, 2022

Time	Event	Where	Who
7:15 a.m.	Team arrives at JCPS District Office	District Office	Diagnostic Review Team Members
7:30 a.m. – 4:00 p.m.	Interviews with district staff, Board members, KDE staff supporting district, stakeholder groups / Artifact review	District Office	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 7th, 2022

Time	Event	Where	Who
7:30 a.m. – 11:45 a.m.	Interviews with principals of CSI and exiting CSI schools	Hotel Conference Rooms	Diagnostic Review Team Members
12:00 noon – 3:00 p.m.	Team visits CSI schools where DRs are being conducted	Schools	Diagnostic Review Team Members
3:00 p.m. – 4:00 p.m.	Team returns to hotel		
4:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 8th, 2022

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

