



Cognia Diagnostic Review Report

**Results for:
Jenkins Independent Schools**

January 23-26, 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	6
Building-Level Administrators	2
Board of Education Members	5
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	3
Students	6
Parents	7
Total	35

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:

Jenkins Independent Schools demonstrated strengths in several areas related to student success, organizational effectiveness, and continuous improvement as evidenced by stakeholder interviews, survey results, and a review of artifacts and documents. The district has developed a common vision and mission, which has led to a shared message and purpose that defines its beliefs about teaching and learning and expectations for learners. The vision and mission, maintained through collaborative efforts of stakeholders (e.g., staff, parents, community members) provide a direction and focus for continuous improvement. Moreover, stakeholders communicated district priorities that emphasize student achievement, positive school and community partnerships, and fiscal responsibility, as evidenced by the district's commitment to engage all students to excel to their fullest potential. The district's motto, ENCOURAGE, ENGAGE, EXCEL!, serves as a source of pride for the community and helps the district remain focused on creating a culture and climate conducive to student learning. District and school leadership, school board members, and teachers and staff demonstrate pride in the long, rich history of Jenkins Independent Schools, and are fully engaged in student success. Interviews revealed broad community support for the school district, as demonstrated through numerous business partnerships, such as the Kentucky River Community Care, the Appalachian Regional Hospital, the Letcher County Area Health Department, and several faith-based agencies. In addition, stakeholder interviews revealed a broad awareness of and support for the positive direction of the district toward improved student achievement.

While the superintendent's tenure in the district has been less than three years, interviews revealed stakeholders believe he is invested and dedicated to the entire school community and demonstrates genuine care for the success of each student. Stakeholders also revealed they believe the superintendent possesses a moral imperative to do what is right and make decisions based on what is best for students versus what is easiest for adults. Stakeholder interviews indicated the culture and climate of the district had improved greatly under the superintendent's leadership. Stakeholders reported that he has made huge efforts to develop rapport and relationships across the district and is highly visible and involved in the schools and community. The superintendent has developed collaborative district leadership structures and has established multiple subcommittees to facilitate the district's continuous improvement goals. In addition, interview data revealed the superintendent's intentional focus on building leadership capacity at all levels and in all departments throughout the district.

Interviews with the superintendent and individual school board members revealed a strong awareness of the Board's roles and responsibilities. The Board is highly supportive of district leadership and the teaching and learning process and operates in a fiscally responsible manner to maximize the district's financial resources. Stakeholder interviews revealed that the Board clearly distinguishes between its roles and responsibilities and those of the district and school leadership. The Board represents a community of leaders who advocate for the district's vision and improvement initiatives. Moreover, interviews indicated the Board had empowered the superintendent and building-level administrators with the autonomy to lead and make decisions. As a result, decisions have included the diligent development of strategic resource management that includes long-range planning and allocating resources in support of the district's vision and mission.



Stakeholder interviews revealed that resource allocations are based on identified needs and key priorities in the district and schools. Stakeholders shared several examples of recent allocations (e.g., purchase of instructional resources for reading, addition of an instructional coach at Jenkins Elementary) to maximize resources to support and improve student performance and professional practice. In addition, the district has made considerable efforts to support technology integration in the schools through a 1:1 Chromebook initiative for all K-12 students. In fact, all students have access to digital learning through the allocation of two Chromebooks per student, with one computer kept at school and the other at home. The district also provides Internet access to all students at home to ensure equitable learning opportunities.

Stakeholder interviews and a review of artifacts revealed the district actively partners with the community and has leveraged external partnerships to prioritize funding support for the teaching and learning process. Community and business partnerships (e.g., Smile Faith, Kentucky River Community Care, the Appalachian Regional Hospital, several faith-based organizations) have allowed the district to provide support and services to meet some of the academic and behavioral needs of students. In addition, the district supports its improvement efforts through state and federal grants (e.g., Save the Children Program, Gaining Early Awareness and Readiness for Undergraduate Programs [GEAR UP], and the Letcher County Promise Neighborhood Grant). Overall, stakeholder interviews revealed a concerted effort to ensure stable fiscal management throughout the district.

Stakeholders also believe the increase in student enrollment over the past couple of years is a direct result of their programmatic efforts to support student learning, such as the dual credit and vocational opportunities made available through partnerships with colleges. High school students can earn associate degrees and industry certification, fully funded by the district. The superintendent's overview, stakeholder interviews, classroom observations, and a review of artifacts showed that instructional processes and other improvements to support the teaching and learning process have the potential to increase student achievement. To improve teacher collaboration, Jenkins Elementary has built professional learning community (PLC) time into its weekly schedule; the school has also established a response to intervention (RTI) program to support students at all levels. The district has provided Wilson Language Foundations, Jan Richardson's Guided Reading, and enVision math, all research-based learning resources. In addition, schools are offering science, technology, engineering, and mathematics (STEM) initiatives, such as Project Lead the Way (PLTW) to improve student learning and professional practice.

While these research-based practices and programs have the potential to improve student achievement and meet the unique needs of all students, the level of engagement and implementation is inconsistent. Therefore, it will be necessary for the district to formalize, monitor, and adjust programs and practices for the quality and fidelity of implementation and to address needed improvements in curriculum, instruction, and assessment practices. Stakeholder interviews revealed that the district had implemented an instructional policy to support teaching and learning; however, leadership and teachers were inconsistent in defining or explaining a specific districtwide instructional process that informs students of learning expectations and performance standards. Stakeholder survey data and classroom observations revealed the lack of rigorous instruction in all classrooms. Furthermore, evidence indicated that students rarely receive meaningful feedback. Assessment practices showed that teachers sometimes use data in purposeful ways to inform instruction, but stakeholder interviews revealed that teachers seldom use formative assessment data.

The Diagnostic Review Team believes the district would benefit from providing teachers opportunities to collaborate on curriculum alignment and assessment development, using data to assess student progress, and differentiating instruction to meet students' individual needs. Furthermore, the team recommends engaging all staff members in a collaborative process to implement and monitor a districtwide instructional process that emphasizes research-based instructional practices, engages students in rigorous and challenging learning experiences, and clearly informs students of learning expectations and standards of performance.

While steps have been taken to improve student performance through the implementation of curriculum maps, common curricular resources for reading and math, a response to instruction process, and the implementation of PLCs, stakeholder interviews revealed the district lacks a process for formally reviewing curriculum, instruction,



and assessment and for evaluating professional practices. Teachers are providing limited differentiation in classrooms and have no formalized plan to adjust curriculum and instruction based on student performance data. The team recommends developing and aligning curriculum, both vertically and horizontally, at all levels and refining PLCs to monitor and adjust curriculum and instruction. Furthermore, teacher instructional capacity can be expanded by having a deeper understanding of the curriculum and using formative and summative student data to drive instructional decision-making.

Stakeholder interviews and a review of artifacts revealed the lack of a systematic data collection and analysis process to inform curriculum, instruction, and assessment decisions. The team did not find schools using data analysis or triangulation to determine program effectiveness and recommends the district develop and implement an evaluation process that monitors how programs and initiatives support verifiable growth in student learning. The district can then use this process to identify gaps and prioritize and connect all systems. Evaluating the impact and success of new or existing programs will inform both instructional and fiscal decisions regarding what is working, what should be revised, and what should be discontinued.

The Diagnostic Review Team did not find evidence of an effective process to communicate results from improvement efforts to stakeholders. The district has not established a data analysis protocol to identify and prioritize curricular, instructional, and organizational needs within the framework of a continuous improvement model. The team recommends implementing formalized continuous improvement process, identifying a clear set of performance benchmarks and metrics, and using those measurements to monitor improvement goals. District and school leaders have created some structures to provide ongoing opportunities for data-driven collaboration, such as the district leadership subcommittees and PLC meetings. If leaders move forward to develop, implement, and monitor a data-driven, continuous improvement process, these collaborative structures can be leveraged for increased student achievement.

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

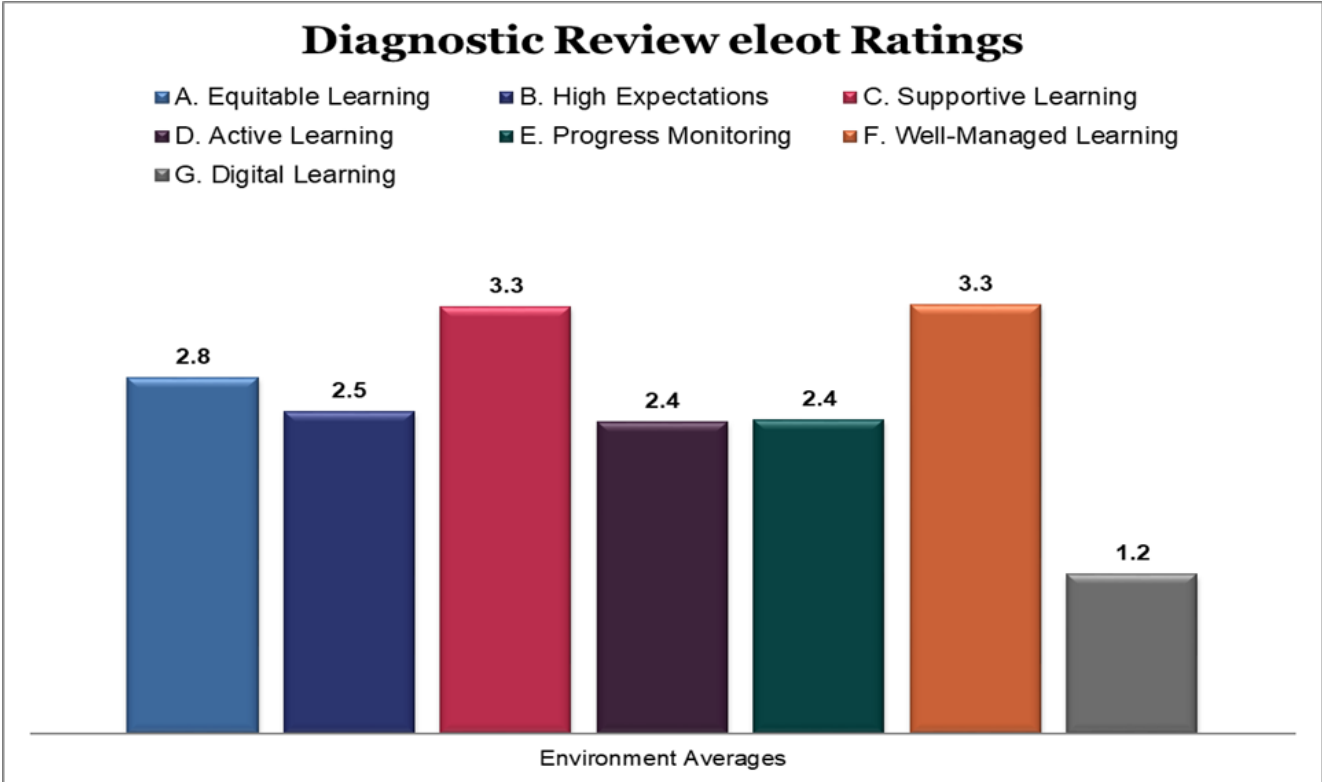
Potential Leader Actions:

- Develop, evaluate, and monitor a systemic instructional process that ensures K-12 alignment with the district-approved curriculum, standards, and vision.
- Develop, implement, and continuously (monthly or quarterly) monitor a process that engages teachers in the systematic review and adjustment of curriculum, instruction, and assessment and is based on multiple student performance data and an examination of professional practices.
- Create opportunities for teacher collaboration to use data to assess student progress and differentiate instruction, develop common assessments, and develop and revise curriculum to meet students' needs.
- Formalize and expand the current PLC process to ensure district and school-level student performance data are being used to drive the system's continuous improvement process.

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	13%	44%	31%	13%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	6%	75%	19%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	6%	0%	50%	44%
A4	2.1	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	31%	25%	44%	0%
Overall rating on a 4-point scale:		2.8				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	19%	13%	56%	13%
B2	2.7	Learners engage in activities and learning that are challenging but attainable.	6%	25%	63%	6%
B3	2.1	Learners demonstrate and/or are able to describe high quality work.	19%	50%	31%	0%
B4	2.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	13%	31%	38%	19%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	25%	13%	63%	0%
Overall rating on a 4-point scale:		2.5				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	3.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	6%	63%	31%
C2	3.0	Learners take risks in learning (without fear of negative feedback).	0%	19%	63%	19%
C3	3.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	6%	50%	44%
C4	3.6	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	0%	44%	56%
Overall rating on a 4-point scale:			3.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	13%	31%	38%	19%
D2	2.5	Learners make connections from content to real-life experiences.	13%	38%	38%	13%
D3	2.8	Learners are actively engaged in the learning activities.	0%	31%	56%	13%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	56%	19%	25%	0%
Overall rating on a 4-point scale:			2.4			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.1	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	31%	44%	13%	13%
E2	2.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	13%	6%	63%	19%
E3	2.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	6%	6%	81%	6%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	31%	56%	6%	6%
Overall rating on a 4-point scale:			2.4			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.6	Learners speak and interact respectfully with teacher(s) and each other.	0%	0%	44%	56%
F2	3.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	13%	38%	50%
F3	3.1	Learners transition smoothly and efficiently from one activity to another.	0%	13%	69%	19%
F4	3.3	Learners use class time purposefully with minimal wasted time or disruptions.	0%	0%	75%	25%
Overall rating on a 4-point scale:			3.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	81%	13%	6%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	81%	6%	13%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	94%	0%	6%	0%
Overall rating on a 4-point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 16 formal classroom observations in all core content classes and several informal observations in common areas and classrooms. The overall ratings based on a four-point scale for the learning environments ranged from 1.2 for the Digital Learning Environment to 3.3 for the Well-Managed Learning Environment and the Supportive Learning Environment. The Active Learning Environment and Progress Monitoring and Feedback Learning Environment surfaced as areas to leverage for improvement, each scoring an average of 2.4.

The team observed adults treating students fairly in almost all classrooms and common areas and found that almost all adults treated students with respect. Classroom observational data showed that it was evident/very evident in 94 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." In 100 percent of classrooms, it was evident/very evident that "Learners speak and interact respectfully with teacher(s) and each other (F1)." Additionally, the team observed mostly on-task behavior, contributing to higher ratings for the Well-Managed Learning Environment. For example, students who "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" were evident/very evident in 88 percent of classrooms. The team also observed effective classroom and hallway transitions where students interacted respectfully and efficiently. This finding was corroborated by observational data revealing it was evident/very evident in 88 percent of classrooms that "Learners transition smoothly and efficiently from one activity to another (F3)."

The Diagnostic Review Team observed that instruction was primarily teacher-driven and lacked the rigor necessary to meet grade-level standards; however, students mostly stayed focused on tasks. It was evident/very evident in 69 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." The team observed limited examples of students working together on assignments or activities, as it was evident/very evident in 25 percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Most assignments were not varied or modified to meet the individual needs of students. Instead, students in most classes completed the same assignment. Observational data supported these findings, as it was evident/very evident in 44 percent of classrooms that learners "engage in differentiated learning opportunities and/or activities that meet their needs (A1)." It was evident/very evident in 57 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)." While it was evident/very evident in 100 percent of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)", learners who are "actively engaged in the learning activities (D3)" were evident/very evident in 69 percent of classrooms.

It was evident/very evident in 57 percent of classrooms that "learners' discussions/dialogues/ exchanges with each other and teacher predominate (D1)", indicating that instruction could be more student-centered and students have limited opportunities to collaborate and engage in authentic learning. The team also noted in the Progress Monitoring and Feedback Learning Environment that it was evident/very evident in 26 percent of classrooms that "Learners monitor their progress or have mechanisms whereby their learning progress is monitored (E1)." However, in 82 percent of classrooms, it was evident/very evident that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." In addition, learners who are "supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks and/or assignments (C3)" were evident/very evident in 94 percent of classrooms. Observational data showed it was evident/very evident in 100 percent of classrooms (and in other areas of the school during informal observations) that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." Connecting with peers and adults is an obvious strength for the school, yet in 51 percent of classrooms, it was evident/very evident that "Learners make connections from content to real-life experiences (D2)." The team also noted that instruction seldom included interdisciplinary connections.

When asked, few students could explain the attributes of proficient work. The team observed missed opportunities for students to assess their own performance, identify gaps in their learning, and create learning goals. For example, in 12 percent of classrooms, it was evident/very evident that "Learners understand and/or can explain how their work is assessed (E4)." Students could not explain how their work would be graded or the steps they should take to receive a passing grade on the assignment. However, in 87 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or verbalize understanding of the lesson/content (E3)."

Finally, the team observed few instances of students using technology to access the standards. Teachers used technology to provide presentations and videos but not as a tool to enhance student learning for mastery and access to the standards. The overall rating in the Digital Learning Environment was the lowest score of all the environments observed using the eleot tool. In six percent of classrooms, it was evident/very evident that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)." In a few classrooms, the team observed students using their school devices to complete an assignment or access software for practice. In 13 percent of classrooms, it was evident/very evident that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." Furthermore, it was evident/very evident in six percent of classrooms that "Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)."

Potential Leader Actions:

- Improve rigor and engagement in the classrooms by implementing a challenging and attainable curriculum to prepare students for the next level.
- Develop a system for monitoring and providing meaningful student feedback to ensure their learning is progressing toward mastery of standards.
- Provide professional learning regarding planning for high-yield engagement strategies and rigorous questioning in daily lessons.
- Provide job-embedded coaching to help teachers learn how to use data to differentiate instruction.
- Provide professional learning for faculty that incorporates student use of digital tools/technology, promoting collaboration with peers and higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).



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

Create, document, implement, and monitor an evaluation process for district stakeholders to assess the effectiveness of school and districtwide programs and initiatives and verify improvement in student learning.

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

Findings:

Student performance data, as detailed in the addendum of this report, does not indicate that the district has implemented an evaluation process to monitor the effectiveness of school and district programs and initiatives to determine their impact on student learning. A review of data from the 2021-22 Kentucky Summative Assessment (KSA) for Jenkins Elementary School revealed that 28 percent of third-grade students scored at the proficient/distinguished level in reading, compared to 45 percent for third-grade students statewide. Moreover, 17 percent of fifth-grade students scored at the proficient/distinguished level in social studies, compared to 37 percent statewide. Disaggregated data for third grade on the 2021-22 KSA revealed 29 percent of economically disadvantaged students and 30 percent of female students scored at the proficient/distinguished level in reading. In fifth grade, 18 percent of economically disadvantaged students scored at the proficient/distinguished level in social studies, and 41 percent scored at the proficient/distinguished level in editing and mechanics. Also, in fifth grade, 17 percent of non-English learners (EL) scored at the proficient/distinguished level in social studies, and 39 percent reached this level in editing and mechanics.

Classroom observation data also suggested the district has not developed and executed a program effectiveness system to ensure that curriculum and assessment practices consistently lead to high levels of student achievement. For example, observational data at Jenkins Elementary School for the Equitable Learning and High Expectations Learning environments revealed an overall rating of 2.8 and 2.5, respectively. During classroom observations, it was evident/very evident in 69 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." The Diagnostic Review Team noted that it was evident/very evident in 57 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)." The team was concerned with the lack of instructional adjustments made to meet students' needs. For example, it was evident/very evident in 44 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Furthermore, the team found a lack of evidence that indicated students were routinely informed about how their work would be assessed. Learners who "understand and/or are able to explain how their work is assessed (E4)" were evident/very evident in 12 percent of classrooms, and learners who "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" were evident/very evident in 26 percent of classrooms.

A review of stakeholder survey data indicated educators are regularly involved in evaluating instructional programs and organizational conditions to improve instruction and advance learning; however, in interviews, district-level leadership, school-level administrators, and teachers were unable to articulate a formalized process for collecting and analyzing programmatic data across the district. While 88 percent of educators responding to the Cognia survey agreed/absolutely agreed with the statement, "in the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)", stakeholder interviews revealed data



are not systematically collected and used to inform decision-making related to curriculum, instruction, school-level programs, or organizational effectiveness. Similarly, survey data indicated 75 percent of families agreed/absolutely agreed with the statement, "the adults use many types of information to help children learn (9)", suggesting a systematic process for collecting, analyzing, and using data to support student learning is inconsistent and is an area the district could leverage in their efforts to improve student achievement and professional practice.

Throughout interviews, stakeholders consistently stated the district does not have a formalized process for collecting and analyzing programmatic data to inform decision-making related to curriculum, instruction, resource allocation, or organizational effectiveness. Although multiple sources of student performance data are collected and analyzed, staff could not describe a formally documented process for the systematic collection and analysis of data to establish the next steps. District leadership and the Board indicated improvement plans such as the Comprehensive School Improvement Plan (CSIP) and the Comprehensive District Improvement Plan (CDIP) address school improvement goals. However, the plans lack clear and actionable steps to assess program effectiveness. Moreover, stakeholder interviews revealed longitudinal results from evaluations are not being used to gauge the effectiveness of programs and services, inform decision-making, and connect all systems across the district to improve student learning.

A review of documents and artifacts revealed limited evidence of a systematic data collection and analysis process to inform decision-making regarding continued school improvement. Although evidence included student performance and walkthrough data sources, the team did not find an analysis or triangulation of longitudinal data to provide a picture of program effectiveness.

Potential Leader Actions:

- Co-design with the district leadership team, school administration, teachers, and community stakeholders a 30-60-90-day plan to document, implement, and monitor the progress of districtwide initiatives for effectiveness.
- Identify and implement a documented, systematic method for collecting, analyzing, and using data to assess program effectiveness that leads to improved student learning and increased teacher instructional capacity.
- Analyze current and trend student performance data, as well as stakeholder input, to guide decisions about retaining, changing, or replacing districtwide programs and practices to improve student learning and professional practice.

Improvement Priority 2

Establish and document a continuous improvement process that includes the analysis of data for curricular, instructional, and organizational decision-making to monitor districtwide progress to determine progress toward meeting established performance indicators.

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

Findings:

Student performance data, as detailed in the appendix of this report, indicate the district lacks a continuous improvement process that includes an analysis of data for curricular, instructional, and organizational decision-making. KSA 2021-22 results indicated the percentage of students scoring proficient/distinguished was below the state average in all reported grade levels and all reported content areas. In third-grade reading, the percentage of students scoring proficient/distinguished was below 30 percent in all reported subgroups except female students who reached 30 percent. Furthermore, classroom observational data revealed the district inconsistently uses assessment data gathered through formal and informal methods to monitor learners' progress or make informed decisions regarding curriculum and instruction. Observational data indicated the Progress Monitoring and Feedback Learning Environment on the elect received an overall rating of 2.4. It was evident/very evident in 12 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." Furthermore, it was evident/very evident in 26 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)."

Stakeholder survey data indicated implementing a continuous improvement process that focuses on student performance and provides clear direction for improving conditions that support student learning represents a leverage point for district improvement. Although survey data indicated 88 percent of educators agreed/absolutely agreed with the statement, "in the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)", 75 percent of families agreed/absolutely agreed with the statement, "The adults use many types of information to help children learn (9)." Additional survey data revealed that in the past 30 days, 66 percent of families agreed/absolutely agreed their child "received support based on their needs (21)." In choosing responses to describe how teachers know students are learning, 65 percent of surveyed students selected "give a grade"; 57 percent said, "check homework"; 16 percent said, "use checklists"; and five percent said, "use rubrics (24)." These data suggest the practice of using data to inform decision-making, while present in the district and school, is inconsistent.

The superintendent's presentation and interviews revealed stakeholders have made efforts to engage the entire school community in the district's continuous improvement process; however, the superintendent indicated data-driven decision-making has not previously been an embedded practice across the district. While the district has developed a common vision and mission with a shared message and purpose that defines the system's beliefs about teaching and learning, it has not identified key performance indicators to measure the effectiveness of current improvement initiatives. The superintendent indicated doing so is an opportunity for growth, and he has created a district leadership team to facilitate work toward achieving the multiple goals established for Jenkins Independent Schools. Moreover, the superintendent communicated his desire to ensure the CDIP provides a clear direction for the system moving forward. Although stakeholder interviews revealed some student performance data, such as Measures of Academic Progress (MAP) or Standardized Testing and Reporting (STAR), are analyzed at the school level by building-level administration and some teachers, the team found no continuous improvement process used by all necessary stakeholders to analyze data and make decisions for instructional next steps. Throughout interviews, stakeholders could not speak to a needs assessment, measurable objectives, strategies, resources, or timelines for achieving improvement goals. Furthermore, stakeholders did not indicate an ongoing collection, analysis, and use of data to measure results and outcomes related to the identified goals. Although stakeholder interviews revealed several programs or practices



implemented for continuous improvement, they were unable to describe the system's quality assurance process or identify key performance indicators at the district, school, classroom, and student levels.

A review of documents and artifacts indicated district leaders, school administration, and teachers inconsistently engage in a continuous improvement and decision-making process to build instructional and organizational capacity. While the superintendent is clearly goal-oriented, the district lacks a documented continuous improvement process that succinctly identifies a broad range of data with measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. Moreover, the team did not find evidence of the implementation of a quality assurance process to ensure system effectiveness and consistency through the monitoring of key performance indicators. While the district and school had structures to provide time for stakeholders to learn and plan collaboratively, practices and processes did not reflect the ongoing and effective use of data to drive decision-making by leaders and teachers. Furthermore, the superintendent noted in his presentation that the district lacked an instructional monitoring system to ensure fidelity to processes and expectations and had not adopted a systems approach to continuous school improvement.

Potential Leader Actions:

- Establish clearly defined expectations for analyzing external and internal assessment data.
- Consistently (monthly or quarterly) utilize a documented data analysis protocol to identify and prioritize curricular, instructional, and organizational needs within the framework of a continuous improvement model.
- Build and expand upon the existing PLCs to analyze district and school-level academic achievement data to address the following questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when students have not obtained mastery? How will we extend learning to students who have obtained mastery?

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.

The leadership team has clearly rallied the staff and school community by involving them in co-designing and developing the district's vision and mission statements. Students were also able to add their voice during this process and gave direction to the final mission and vision statements that were adopted by the district. Having worked to bring stakeholders together via the mission and vision work, the leadership team prioritized the transformation of the culture of the district. This was accomplished by adopting a leadership style that embraces transparency, authenticity, collaboration, and responsible management of human and fiscal resources to ensure the district is financially secure. The leadership team has developed many partnerships with organizations, such as Kentucky Valley Education Coop and GEAR UP that have had a solid impact on improving student learning. While the focus of the district leadership team has been grounded in regaining school pride, this work has also been rooted in the community's history and the value it brings to students in this district today. The culture of this school district has greatly improved according to all interviewed stakeholders. There is a sense of genuineness that permeates the work that has occurred in this district.



While progress has been made in regard to the culture of the district, many of the actions and procedures have taken the form of informal conversations. The entire school community will be well-served by focusing on the development of processes and systems that are documented and formalized, which will help clarify expectations and intentions of the desired action(s). One area of particular concern to the Diagnostic Review Team revolved around the lack of an established comprehensive assessment system, which generates a broad range of data regarding student learning and system effectiveness. Although the district leadership team indicated that data were being used to make decisions, no formal, documented process indicated this practice was systemic. The district leadership team is encouraged to provide support to the school in identifying, prioritizing, and building systems grounded in the continuous improvement process to impact the planning, adjusting, and revising of teaching and learning. It would benefit the district to implement a formalized comprehensive assessment system to consistently make data-informed, timely decisions that intentionally focus on improving student achievement.

Team Roster

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

Team member name	Brief biography
Dr. Lynn Simmers	Dr. Lynn Simmers serves as the assistant superintendent of Southwest Allen County Schools in Fort Wayne, Indiana. Dr. Simmers' professional career spans 29 years, including experiences as a teacher, assistant principal, curriculum coordinator, principal, and assistant superintendent. She has extensive experience as a lead evaluator in facilitating school and system accreditation visits and Diagnostic Reviews for Cognia.
Sam Watkins	Sam Watkins has 37 years of experience in education, serving students in Lee County Public Schools and spending 27 of those years working in Woodford County Schools. Sam has served in the following capacities: teacher, assistant principal, athletic director, principal, and director of districtwide programs. Additionally, he has served as an Educational Recovery Leader for 10 years with the Kentucky Department of Education.
Crystal Darensbourg	Crystal Darensbourg has 17 years of experience in education, serving students and teams in Jefferson County Public Schools. Crystal has served as teacher, behavior coach, director of curriculum and instruction, and district resource teacher of districtwide programs. Additionally, she has served as an Educational Recovery Specialist for two years with the Kentucky Department of Education.
Sara Smith	Sara Smith has 12 years of experience in education serving students in the Fairview Independent School District, Fleming County Schools, and Greenup County Schools. Sara has served as teacher, curriculum specialist, pre K-12 principal, and district administrator. Currently, she serves as the director of curriculum, instruction, and assessment at Fairview Independent.

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.	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
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	3

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

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

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

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have 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.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	2

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	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: Jenkins Independent School Elementary 2021-22 Kentucky Summative Assessment (KSA) Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	28	45
	4	*	46
	5	*	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	17	37
Editing and Mechanics	5	39	47
On Demand Writing	5	*	33

Plus

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

Delta

- In third grade, 28 percent of students scored at the proficient/distinguished level in reading, compared to 45 percent statewide.
- In fifth grade, 17 percent of students scored at the proficient/distinguished level in social studies, compared to 37 percent statewide.
- In fifth grade, 39 percent of students scored at the proficient/distinguished level in editing and mechanics, compared to 47 percent statewide.

Elementary English Learner Progress

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	28	*	N/A	N/A	N/A	N/A
Female	30	*	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	*	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	28	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	29	*	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	25	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	28	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	28	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	28	*	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, 28 percent of all third-grade students scored at the proficient/distinguished level.
- In reading, 30 percent of third-grade female students scored at the proficient/distinguished level.
- In reading, 29 percent of third-grade economically disadvantaged students scored at the proficient/distinguished level.

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

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	*	*	N/A	17	39	*
Female	*	*	N/A	*	*	*
Male	*	*	N/A	25	44	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	18	41	*
Economically Disadvantaged	*	*	N/A	18	41	*
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	19	44	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	*	*	N/A	17	39	*
Non-English Learner or Monitored	*	*	N/A	17	39	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	18	36	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

The percentages were not high enough to qualify as a plus.

Delta

- In fifth grade, 17 percent of all students scored at the proficient/distinguished level in social studies.
- In fifth grade, 25 percent of male students scored at the proficient/distinguished level in social studies.
- In fifth grade, 18 percent of economically disadvantaged students scored at the proficient/distinguished level in social studies.
- In fifth grade, 39 percent of all students scored at the proficient/distinguished level in editing and mechanics.
- In fifth grade, 44 percent of male students scored at the proficient/distinguished level in editing and mechanics.
- In fifth grade, 39 percent of non-EL students scored at the proficient/distinguished level in editing and mechanics.

Schedule

Monday, January 23, 2023

Time	Event	Where	Who
4:00 p.m.	Superintendent Presentation	District Office	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 24, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m.-12:00 p.m.	Stakeholder Interviews / Artifact Review	District Office	Diagnostic Review Team Members
1:00 p.m. - 3:00 p.m.	Interviews / Informal Walkthroughs	Jenkins Elementary	Diagnostic Review Team Members
3:00 p.m. – 3:30 p.m.	Team returns to hotel		
4:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 25, 2023

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution(s)	District Office	Diagnostic Review Team Members
8:00 a.m. – 3:00 p.m.	Stakeholder Interviews / Artifact Review	District Office	Diagnostic Review Team Members
3:00 p.m. – 3:30 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, January 26, 2023

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