Cognia Diagnostic Review Report

Results for:

Nelson County Schools

February 6-9, 2023

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	19
Building-Level Administrators	2
Community Members	4
Governing Board Members	3
KDE Educational Recovery Staff	4
Total	32

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:

Over the last five years, Nelson County Schools has made concerted efforts to strengthen its culture. Observation, interview, and survey data revealed that Nelson County Schools values people. The motto of Uniting People, Place, and Purpose captures its focus on building relationships with internal and external stakeholders. The Diagnostic Review Team interviewed 32 stakeholders representing various internal and external stakeholder groups. A common theme that emerged was that Nelson County Schools has a strong focus on visioning and finding the big picture. At the beginning of each school year, leaders, faculty, and staff members receive a gift box with pictures and messages articulating the vision, mission, and beliefs to remind stakeholders of the focus on student learning. As shared in the superintendent's presentation, this conversation is at the core of their work.

One way the district works towards its motto of Uniting People, Place, and Purpose is through the Care and Connect program. This program, similar in structure to an advisory or homeroom program, ensures that all students are known by and have a close relationship with at least one adult in the school. The Care and Connect teacher assigned to a student remains with them throughout the student's tenure at the school. In addition to completing Care and Connect lessons developed by the administrators and counselors, students with their families engage in two student-led conferences with the Care and Connect teacher each year to discuss the student's growth, progress, and needs.

Another area that the district has worked to fulfill the motto of Uniting People, Place, and Purpose is through efforts to engage with community partners. Interview data indicated that community partnerships are a point of pride for the district. Through partnerships with local businesses, the district has implemented the Professions Based Learning program. This program allows Nelson County students to get professions-based work experience within the community. In the last five years, this program has grown from 25 to 100 plus partners. The district also has a focus on career readiness supported through implemented pathways for students to ensure they have the work readiness skills needed for success after graduation. Additionally, there has been growth in enrollment numbers for dual credit programming.

While the district has developed a strong culture and strategies to support its vision, mission, and beliefs, the Diagnostic Review Team did not find the same level of focus on academic performance. Stakeholder interviews revealed little discussion occurs regarding student academic outcomes on formative or summative assessments. Additionally, it was revealed that state assessments were not discussed with stakeholders even though two schools have recently been identified for Comprehensive Support and Improvement (CSI). Interview data showed the district spends a great deal of time reflecting on and discussing the big picture and long-range plans and less time speaking to and analyzing academic outcomes. Multiple interviews with stakeholders revealed that instructional leadership capacity is lacking.

Interview data indicated that the principals of the two schools identified for CSI have focused on culture while the assistant principals' have focused on instruction. The team did not identify a comprehensive program designed to develop, monitor, and evaluate the instructional leadership capacity of school leaders. Nevertheless, to support leaders in developing their capacity, the superintendent has implemented Leadership Huddles. Stakeholders shared that these sessions are held every three weeks with both principals and assistant principals. While the superintendent shared that the focus is on results, it was unclear to the team what data are being analyzed in these sessions or how principals and assistant principals are being coached to use this data to improve instructional delivery and increase student academic outcomes in their buildings. The team found no evidence showing the district provides support on strategies and resources designed to improve instruction. Interview data

revealed that these meetings largely focus on discussing current events in leadership, with the group often reading, discussing, and providing written reflections on selected articles.

Stakeholder interviews also revealed no clear plan for building teacher capacity around instructional design and data analysis to impact student outcomes. The district has implemented Design Labs, a form of professional learning communities (PLCs), that are held weekly at the building level. In addition, building-level administrators have one-on-one meetings with teachers every three weeks. The data analyzed during these meetings was not consistent or well-defined. Interview data indicated that student work and products of instruction were the only forms of data mentioned.

Beginning with the 2022-23 school year, schools began reviewing i-Ready data every six to nine weeks. However, it was unclear to the team how data are analyzed and used. Without consistent and clear forms of data (e.g., formative assessment data, benchmark/interim assessment data), it is unclear how data are being used to drive decision-making to yield desired results. The Design Labs do not develop the capacity of instructional staff or improve student academic outcomes. The team noted that they did not function as PLCs, as there was no clearly identified process or protocol. Stakeholder interviews revealed that each school has autonomy regarding how to structure Design Lab meetings and stakeholders are still learning what data to use.

Professional learning is offered by the district; however, it is not driven by student academic performance data. Instead, it is largely based on teacher perception survey data regarding what they feel they need. Professional learning is primarily offered during two weeks in the summer via the leadership, and a $4,000 stipend is paid to staff in attendance. The team did not see evidence regarding how many faculty and staff members participated in these sessions, how the implementation of this professional learning was monitored, or how the impact was measured.

The team observed a lack of focus or urgency in addressing the academic deficiencies of the two schools identified for CSI. Interview data revealed that at The New Haven School the focus is on the culture, while at Foster Heights Elementary, the focus is on the student experience more than on academics. The superintendent's presentation and stakeholder interviews revealed that literacy initiatives are in the infancy stage and a coach has recently been provided to visit the schools every three weeks to review their progress toward meeting their goals.

The team noted that the district is focused on developing documents (e.g., forms, brochures) related to academics, but the team found little evidence of how this is translating to action, specifically regarding instructional practices. When asked what they would like to improve about the district, stakeholders did not mention topics related to academic outcomes. The team encourages the district to leverage the time and effort used to achieve a culture characterized by a focus on vision, mission, goals, and successes in career readiness to support academic turnaround.

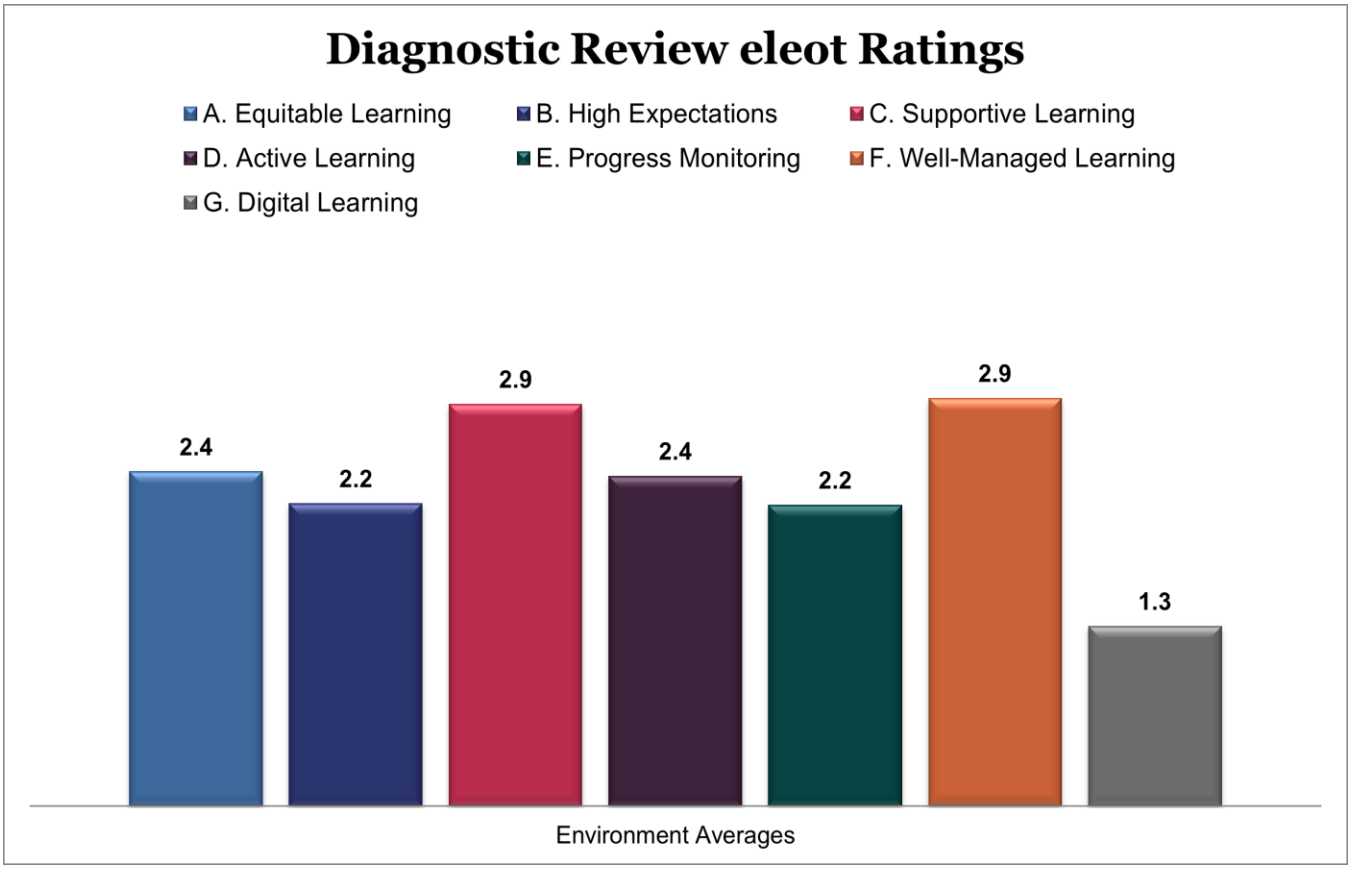
Potential Leader Actions:

- Develop, implement, and monitor a program to build instructional leadership capacity for principals and assistant principals.
- Develop and implement a PLC process and a protocol for monitoring and using student academic performance data to improve outcomes.
- Develop and implement an embedded professional learning program to build the capacity of instructional staff to meet student needs. Ensure this program is aligned with student needs identified using academic performance data.

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



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.8	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	47%	28%	21%	4%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	21%	62%	17%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	11%	72%	17%
A4	1.7	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.	49%	30%	19%	2%
Overall rating on a 4-point scale:		**2.4**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	15%	57%	26%	2%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	2%	51%	45%	2%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	34%	55%	11%	0%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	17%	53%	30%	0%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	13%	43%	43%	2%
Overall rating on a 4-point scale:		**2.2**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	23%	62%	15%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	9%	40%	38%	13%
C3	3.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	21%	62%	17%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	2%	9%	66%	23%
Overall rating on a 4-point scale:		**2.9**				

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.	9%	34%	49%	9%
D2	2.0	Learners make connections from content to real-life experiences.	34%	34%	28%	4%
D3	2.8	Learners are actively engaged in the learning activities.	4%	23%	60%	13%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	30%	36%	32%	2%
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	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	38%	45%	13%	4%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	15%	30%	51%	4%
E3	2.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	2%	45%	49%	4%
E4	1.8	Learners understand and/or are able to explain how their work is assessed.	32%	55%	13%	0%
Overall rating on a 4-point scale:		**2.2**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	3.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	6%	62%	32%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	2%	9%	72%	17%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	17%	15%	57%	11%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	4%	28%	53%	15%
Overall rating on a 4-point scale:		**2.9**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	64%	26%	9%	2%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	87%	4%	6%	2%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	2%	6%	0%
Overall rating on a 4-point scale:		**1.3**				

eleot Narrative

The Diagnostic Review Teams conducted 47 observations in core content classrooms at The New Haven School and Foster Heights Elementary using the eleot tool. The team also conducted informal observations in non-core content classrooms, the cafeteria, and hallways.

Observational data revealed that classrooms were well managed. Relationships between students, as well as between students and their teachers emerged as a strength. In 94 percent of classrooms, it was evident/very evident that “Learners speak and interact respectfully with teacher(s) and each other (F1).” Survey data confirmed this practice. For instance, survey data indicated that 91 percent of families and 88 percent of students agreed/absolutely agreed that the adults “treat us with respect (2).” Additionally, it was evident/very evident in 89 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).”

Overall, the team found that classroom instruction was typically whole group. In classrooms where students were placed into small groups, the team observed that all groups were working on the same learning tasks or activities. The team observed few instances of differentiated instruction. Learners engaged “in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 25 percent of classrooms. However, the team did observe some supportive learning environments. For example, instances in which “learners are supported by the teacher, their peers, and/ or other resources to understand content and accomplish tasks (C3)” were evident/very evident in 79 percent of classrooms. Most students were compliant and tried to complete tasks that were assigned by teachers. Observational data revealed instances of learners who “take risks in learning (without fear of negative feedback) (C2)” were evident/very evident in 51 percent of classrooms.

In many classrooms, students had access to resources, technology, and teacher support. It was evident/very evident in 79 percent of classrooms that “Learners have equal access to classroom discussion, activities, resources, technology, and support (A2).” Although students had access to technology, the team observed limited instances of students using technology to collaborate, create, or solve problems. It was evident/very evident in eight percent of classrooms that “Learners use digital tools/ technology to conduct research, solve problems, and/ or create original works for learning (G2).” Observational data revealed that the school used technology in place of teacher-directed instruction in many classrooms. Despite technology usage in the classrooms, it was evident/very evident in 11 percent of classrooms that “Learners use digital tools/ technology to gather, evaluate, and/ or use information for learning (G1).”

The Diagnostic Review Team identified several strengths (e.g., classroom management, school culture, positive relationships) that the district could leverage to improve student learning. It was evident/very evident in 89 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Well-managed classrooms and the mutual respect between students and teachers provide an opportunity to engage students in differentiated and rigorous instruction.

Potential Leader Actions:

- Establish expectations for using evidence-based instructional strategies to ensure teaching and learning are aligned with the Kentucky Academic Standards (KAS).
- Develop, implement, and monitor the effectiveness of job-embedded professional learning to support teachers in developing learning objectives and success criteria aligned with the KAS.
- Develop, implement, and monitor expectations for embedding formative assessments in classroom lesson design and delivery.
- Develop a plan to ensure teachers are using data and evidence-based instructional strategies to differentiate instruction based on the individual needs of students.

Improvement Priorities

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

Improvement Priority 1

Develop, implement, and monitor a data-driven continuous improvement process focused on high-yield instructional strategies and provide coaching and feedback to teachers to improve professional practices and increase student achievement. Monitor all aspects of the process.

Standard 7: Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

Findings:

As detailed in the appendix of this report, student performance data indicated that processes and procedures still need to be developed or implemented to support teaching and learning. The percentage of all students in the district who scored proficient/distinguished in reportable areas on the Kentucky State Assessment (KSA) was below the state averages in all content areas and at all grade levels in 2021-22.

Interview data revealed that the district had not implemented operational processes and procedures with fidelity to ensure organizational effectiveness in support of teaching and learning. Stakeholders could not articulate components of the district improvement plan related to student academic performance. Instead, stakeholders focused on the vision, mission, and beliefs of the district in reference to continuous improvement efforts. Interviews and artifacts revealed two initiatives intended to support teaching and learning, which have recently been implemented: Design Labs and Community Centered Collaboration (C3). C3 is the coaching program at the school level. Design Labs (i.e., the name used for PLCs in Nelson County) are held weekly at the school level. The team found a lack of intentionality and consistency in implementing and monitoring these initiatives. Stakeholder interviews revealed C3 was initially developed to provide teachers with feedback on their instruction and subsequent coaching and support. However, in the brief time since its inception, the C3 process has undergone multiple changes. Stakeholders shared that the process and protocol for C3 are inconsistent throughout the district and differ from building to building. Even within the same building, there may be multiple versions of the program depending on the grade level. Stakeholder interviews also revealed that Design Labs are not used to analyze data and inform instructional decisions, which is usually the intent of PLC meetings. Stakeholders shared that these weekly meetings serve as embedded professional learning sessions, allowing teachers to receive support on various topics based on teacher needs, assessments, and suggestions from district leadership. The schools have autonomy regarding how and when to implement these initiatives, which leads to inconsistency in implementation. Interview data showed stakeholders could not explicitly discuss each initiative's intent, purpose, or impact.

During stakeholder interviews, the team found stakeholder groups were not aware of a school improvement model and that a model does not exist in Nelson County Schools. For example, administrators, faculty, and support staff members indicated they frequently analyzed data. However, interviews revealed that the primary forms of data analyzed were survey data or reviews of student work. The district rarely used student academic performance or other forms of objective, quantitative data to make decisions. Stakeholders shared they recently started using i-Ready, but there was no evidence showing how the data were being collected, analyzed, or used to make instructional adjustments to increase student performance. Interviews also revealed that the i-Ready assessments are only administered every six to nine weeks, thus limiting the ability to inform instruction and identify student needs immediately. It was also unclear to the team whether teachers knew how to access their

data. A data dashboard is in development according to stakeholders. However, the data are being entered by district- and school-level leadership, making teachers largely dependent on others to share the data with them. Like the initiatives mentioned above, each school has the autonomy to determine which data to include. Once complete, the data dashboards are intended to inform the community about student academic performance in the district. However, it is unclear if or how this information will be communicated to internal stakeholders.

Classroom observational data revealed how leveraging classroom walkthroughs, coaching, analysis and use of quantitative data, and the intentional use of existing components of the continuous improvement process could support the school in making academic improvements. The school Diagnostic Review Teams conducted 47 eleot classroom observations in core content classrooms. Collectively, these observations yielded significant insight into the classroom learning environments. Ratings among all seven learning environments ranged from a 1.3 on a four-point scale in the Digital Learning Environment to a 2.9 in both the Supportive and Well-Managed Learning Environments. Overall, the Diagnostic Review Teams observed whole-group, teacher-directed instruction. The team also noted limited evidence of teachers differentiating learning to meet the specific needs of their students. For example, it was evident/very evident in 25 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Survey data confirmed that data were not used to meet students’ needs as 21 percent of educators (25) and 18 percent of families (23) selected all learners “complete the same activity.” Also, when asked what they worked on most, only 29 percent of students selected “work on what I need (21).”

The team found that the district lacks a comprehensive process with expectations for using data to develop the school and district improvement goals. The schools lacked a tiered intervention process anchored in data analysis and use of findings to inform lesson design and grouping and regrouping of students based on current and emerging student performance data (e.g., formative, benchmark, diagnostic).

Potential Leader Actions:

- Determine short- and long-term goals for the Comprehensive District Improvement Plan (CDIP) based on quantitative student performance data.
- Identify and implement strategies (e.g., evidence-based classroom instruction, resources to support teaching and learning) to meet school goals.
- Develop and communicate a district-wide monitoring process that includes a classroom walkthrough protocol, a process for instructional observations, feedback, and coaching that embeds next steps and involves a consistent schedule.
- Develop, implement, and schedule a process for monitoring to determine progress and effectiveness toward reaching the goals identified in the CDIP and adjusting the process as needed.
- Develop a protocol and monitoring tool for a system of tiered interventions.

Improvement Priority 2

Develop and implement an assessment process that includes common formative and summative assessments. Use data generated from assessments to determine student readiness, inform instructional decisions, guide allocation of resources, and measure student proficiency.

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

Findings:

Student performance data, as detailed in the appendix of this report, indicated the district had opportunities for improvement in the use of assessment data to inform instructional practices and meet the diverse needs of learners. The district lacked evidence of developing, implementing, and monitoring a balanced, comprehensive data assessment system to determine learners' progress toward and achievement of intended learning outcomes. Furthermore, classroom observational data revealed that the district does not consistently use formative assessment data to monitor learners' progress or make decisions regarding classroom instruction. Classroom observational data indicated the Progress Monitoring and Feedback Learning Environment received an overall rating of 2.2. During observations, it was evident/very evident in 13 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 17 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)."

Stakeholder survey data related to evaluating and analyzing learners' progress indicated that assessment systems and processes had been inconsistently executed or monitored. Although the family survey data revealed that 83 percent of families agreed/absolutely agreed with the statement, "in the past 30 days, my child had their learning progress measured (19)", stakeholder interviews revealed district-level leadership, school-level leadership, and teachers struggled to articulate a district-wide process for the regular use of assessment data to determine learners' progress and mastery of intended learning outcomes. Additionally, survey data revealed that 76 percent of educators agreed/absolutely agreed with the statement, "in the past 30 days, I used a variety of resources to meet learners' needs and interests (19)", suggesting this practice is inconsistent.

Throughout stakeholder interviews, school and district leadership communicated the need to make data-informed decisions. Some district schools began using i-Ready this school year (i.e., every six to nine weeks). However, stakeholders could not speak to how data from this assessment are used. Interviews further revealed the district is in the infancy stage of developing school- and district-level data dashboards for transparency with the community. When asked about the types of data being assessed, stakeholders indicated that data are largely generated from student work and products of instruction. The team found no evidence indicating the use of readiness assessments, ongoing formative assessments, benchmark assessments, or summative assessments (aside from the KSA) across classrooms to measure student progress, evaluate the effectiveness of instructional practices, or provide data to inform curriculum choices or revisions. Further, there was no evidence of a clear or consistent plan for data collection, a method for analyzing data, or making instructional adjustments based on findings. The team also identified no evidence of a system for monitoring individual student growth. District-level leadership expressed a need for educators to have autonomy in their instruction, but there was little mention of adjusting instruction based on data analysis.

A consistent process to ensure learner progress was measured and that instruction was based on student performance data was not apparent in the evidence reviewed by the team. While Design Labs consistently take place, artifacts did not reveal a common, formal PLC protocol for data collection and analysis of student performance data to inform instructional decisions. Evidence and interviews revealed Design Labs are used for informal professional learning and coaching instead of a review of student learning progress. Based on evidence, classroom walkthroughs and observations occur. However, the impact of these actions on improving classroom instruction and student academic performance was not clear. Stakeholder interviews revealed a desire for district-

wide common assessments and a process for analysis and use of the results. The district should leverage this desire along with Design Labs to create a process for assessment and analysis of data to inform and guide instruction.

Potential Leader Actions:

- Develop and implement a district-wide assessment plan, including common and formative assessments of student learning.
- Identify, implement, and monitor a data management process that allows the district to efficiently collect, organize, disaggregate, and analyze data.
- Establish and implement a process to assist schools with student performance data analysis. The process should include regularly scheduled (e.g., weekly, bi-weekly, monthly) data team meetings to monitor and analyze learner progress toward achievement of intended learning objectives. Use data to make informed adjustments, as needed, to address the diverse academic needs of learners.
- Identify and provide professional learning opportunities specific to the effective use of formative and summative assessment data. Build the capacity of district- and school-level leaders to support teachers to improve professional practice in all content areas based on data.
- Evaluate the effectiveness of the data assessment system in conjunction with district-wide student growth and improved teacher capacity.

Your Next Steps

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

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

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

District Capacity in Diagnostic Review

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

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

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

☐ It is the consensus of the diagnostic review team that the district has the capacity to manage the intervention in each school identified for CSI.

☒ It is the consensus of the diagnostic review team that the district requires intensive support in order to successfully manage the intervention in each school identified for CSI.

☐ It is the consensus of the diagnostic review team that the district does not have the capacity to successfully manage the intervention in each school identified for CSI.

It is the consensus of the Diagnostic Review Team that the Nelson County Schools district requires intensive support in order to successfully manage the intervention in each school identified for CSI.

The district should establish a specific team with representatives from all stakeholder groups to design, implement, and monitor an academic framework that supports the collection analysis, and use of academic performance data to improve outcomes. The district should also develop and implement a process to share student academic performance data with stakeholders. The district needs to develop and implement a standards-based curriculum in every content area, an instructional design framework, and a monitoring process, to evaluable the effectiveness of the strategies noted above.

The team suggests the district seek professional learning opportunities to build capacity for data literacy to ensure varied and appropriate data are frequently collected, analyzed and used for instructional decision-making to improve student learning at all levels. Also, identify and participate in professional learning to build district leadership capacity in coaching and providing continual support for school leaders. Specifically, growth is needed in data-informed decision-making, accountability measures for sustainable academic gains, monitoring instruction

and programs for effectiveness, team leadership, strategic problem-solving, and the development of teacher leaders.

Triangulation of stakeholder interviews, artifact review, and observational data showed that the district has made concerted efforts to strengthen culture and community through the mottos of Uniting People, Place, Purpose and Excavating Gifts and Empowering Lives. There is a strong community workforce program supported by a multitude of local partners that help to prepare secondary students for careers. The use of PRIDE and Challenge teams have allowed stakeholder involvement in decision-making in the district.

There is evidence through community engagement and workforce readiness that shows the district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness. However, interviews indicated a need for an instructional academic focus from the superintendent and district team. Stakeholders expressed a desire to have additional academic performance data available on a more frequent and consistent basis.

The team found a lack of curriculum documents and standards-based materials to indicate the district is ensuring students master the grade-level standards. The district's NextGen Directors of P-5 and 6-12 along with the Director of Diverse Learning have recently taken the initial steps to build curriculum support through Design Labs, curriculum teams, and Leadership Pathways. The district should ensure the development and implementation of a standards-based, guaranteed, and viable curriculum for every content area at each level using strong common instructional design. Once developed, the curriculum should be evaluated regularly through a comprehensive system of data analysis to determine effectiveness.

A review of artifacts and numerous stakeholder interviews revealed that the district lacks a comprehensive system for using data to make instructional decisions and adjustments to ensure students achieve grade-level standards. District leadership should collaborate with schools to establish common expectations and develop a process for ensuring implementation along with mechanisms to determine the overall effectiveness these consistencies are having on student achievement. Multiple interviews revealed that the unique educational language used in the district often causes confusion for staff and the community. While stakeholders appreciate the autonomy each school has, the need for consistent expectations from the district regarding data was apparent. The district recently created a tool to collect, analyze, share, and communicate data to community stakeholders; however, there is not a clear, common expectation for all schools to use the dashboard for common data to determine what educators need to do to improve student academic achievement.

Fiscal and human resources have been allocated to ensure 1:1 technology and a Care and Connect program for wraparound support at all levels. Interviews indicated that retaining quality instructional coaches for schools identified for CSI was critical and should be a priority when budget allocations are made.

Finally, stakeholder interviews did not reveal a consistent and clearly defined assessment system that would generate the data necessary to support teacher effectiveness and student achievement. Multiple interviews with stakeholders have shown that there is a need for common district assessments and regular collaborative opportunities across schools for staff to discuss standards and develop rigorous, aligned assessments. The C3 coaching and feedback cycle is used to provide some support for building teacher effectiveness, but there is not a clearly defined district-level support system to build instructional capacity and monitor the effectiveness of instructional leaders at the school level.

Team Roster

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

Team member name	Brief biography
Staci L. Kimmons, Ph.D.	Staci Kimmons has over 20 years of experience as an educator, most recently as a Director of Curriculum and Instruction in Atlanta, Georgia. In this position, she led the process for review and selection of curriculum, supplemental programs, and tools for elementary, middle, and high school students. She was also responsible for maintaining institutional effectiveness by conducting academic compliance audits and drafting academic policies for the district. Prior to this experience, she served as an administrator at the elementary, middle, and high school levels. Dr. Kimmons currently serves as a Diagnostic Review Lead Evaluator for Cognia, and as an adjunct professor in the areas of curriculum and instruction and educational leadership.
Shannon Gullett	Shannon L. Gullett has over 24 years of experience as an educational leader. She currently serves as the Educational Recovery (ER) Director of the North Region for the Kentucky Department of Education (KDE). She collaboratively supports CSI schools, specifically district and school leaders, by developing the capacity to build sustainable systems that will drive a continuous improvement approach that focuses on student learning and achievement. In addition to her eight years at the KDE, Shannon has served as a middle school principal, curriculum coordinator, elementary teacher, and school technology coordinator in Scott County. During her 11 years as principal, the school was rated as Distinguished and was among the top 20 middle schools in Kentucky for multiple years. The school was named a National Middle School to Watch based on student performance and innovative strategies for building a genuine culture with all stakeholders. Shannon is a facilitator for the National Institute of School Leaders (NISL), cohorts in central Kentucky, and the Carnegie Institute for Improvement Science.
Kevin Connors	Kevin Connors currently serves as an Educational Recovery (ER) Leader for the Kentucky Department of Education (KDE) through the office of Continuous Improvement and Support. He has over 14 years of experience as a teacher and administrator. He began his career as a middle school math teacher, a position he held for seven years. From there, Kevin moved into the position of assistant principal at the middle school level, serving for two years before becoming a principal.
Billy Harris	Billy Harris currently serves as an Educational Recovery (ER) Leader for the Kentucky Department of Education (KDE) through the office of Continuous Improvement and Support. He has over 30 years of experience as a teacher, instructional coach, and administrator. Billy has served as a middle school math teacher, an elementary math teacher, and an instructional coach. From there, he became an assistant principal and principal at the middle school level.
Maryann Hayslip	Maryann Hayslip served 25 years in elementary education. She was named Outstanding Spanish Educator for the state of Illinois in 2002. Maryann spent the next 18 years in the Archdiocese of Louisville Catholic Schools, specifically at St. Aloysius School as a K-8 classroom teacher, assistant principal, and principal. Under her leadership, St. Aloysius earned two National Blue Ribbon Awards of Excellence from the U.S. Department of Education. In 2020, she was awarded the Terrel H. Bell Award for Outstanding School Leadership, recognizing her as one of the top 10 principals in the nation.
Celeta Watson	Celeta Thomas-Watson is an experienced educator with over 20-plus years in the field of education. Celeta's experience spans both public and higher education. She has also worked in the private sector, spearheading and leading the first Science, Technology, Engineering, Arts, and Mathematics/Science, Technology, Engineering, and

Team member name	Brief biography
	Mathematics (STEAM/STEM) certification for Georgia Aquarium. In addition, she has served as a superintendent for one of Georgia's lowest-performing rural school districts. While under her leadership, the district was able to achieve academic gains for the first time. Currently, Celeta uses her turnaround skills as the Senior Director of Leader Development for Cognia.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	**2**
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	**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.	**1**
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.	**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
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	**2**
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.	**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
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.	1

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	**2**
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	**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
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	1

Key Characteristic 4: Growth in Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	1
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.	1
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.	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
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	1

Student Performance Data

School Name: The New Haven School

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	5	45
	4	16	46
	5	22	45
Math	3	*	38
	4	*	39
	5	20	38
Science	4	*	29
Social Studies	5	14	37
Editing and Mechanics	5	22	47
On Demand Writing	5	*	33

Plus

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

Delta

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

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	5	*	N/A	N/A	N/A	N/A
Female	*	*	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)	5	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	8	*	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	6	*	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	5	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	5	*	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	5	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The reading percentages for third grade are reported as single digit percentages in the following areas: all students, white (non-Hispanic), economically disadvantaged, students without an IEP [Individual Education Plan], non-English learners (ELs), non-ELs or monitored, and non-gifted and talented. All other data are suppressed.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On -Demand Writing
All Students	16	*	*	N/A	N/A	N/A
Female	21	*	*	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)	17	*	*	N/A	N/A	N/A
Economically Disadvantaged	15	*	*	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	16	*	*	N/A	N/A	N/A
English Learner Including Monitored	16	*	*	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

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

Delta

- The reading percentages for fourth grade are reported and noted as low student performance in the following areas: all students, female, white (non-Hispanic), economically disadvantaged, students without an IEP, on-ELs, and non-ELs or monitored

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	22	20	N/A	14	21	*
Female	32	*	N/A	*	41	*
Male	15	22	N/A	15	7	*
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)	20	20	N/A	11	20	*
Economically Disadvantaged	19	*	N/A	6	19	*
Non-Economically Disadvantaged	28	39	N/A	28	28	*
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	29	*	N/A	18	29	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	22	20	N/A	14	22	*
Non-English Learner or Monitored	22	20	N/A	14	22	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	22	*	N/A	14	22	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Fifth-grade female students scored higher in reading (32 percent) and editing mechanics (41 percent) than all students.

Delta

- All students scored lower in social studies (14 percent) than in reading (22 percent), math (20 percent), and editing and mechanics (21 percent).
- Male students scored lower in editing and mechanics (seven percent) than in the other content areas such as reading (15 percent), mathematics (22 percent), and social studies (15 percent).
- In fifth-grade reading, male students scored lower (15 percent) than female students (32 percent).
- Fifth-grade males scored lower in reading (15 percent) compared to math (22 percent).
- Economically disadvantaged students scored lower in social studies (six percent) than in reading (19 percent) and editing and mechanics (19 percent).
- Non-economically disadvantaged students scored lower in reading (28 percent) than in math (39 percent).
- Non-ELs and non-ELs or monitored scored lower in social studies (14 percent) than reading (22 percent), math (20 percent), and editing and mechanics (22 percent).
- Non-Gifted and Talented students scored lower in social studies (14 percent) than in reading (22 percent) and editing and mechanics (22 percent).

School Name: Foster Heights 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	23	45
	4	*	46
	5	21	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	14	37
Editing and Mechanics	5	26	47
On Demand Writing	5	*	33

Plus

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

Delta

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

Elementary English Learner Progress

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

Plus

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

Delta

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

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	23	*	N/A	N/A	N/A	N/A
Female	28	*	N/A	N/A	N/A	N/A
Male	17	*	N/A	N/A	N/A	N/A
African American	*	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	24	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	22	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	25	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	25	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	22	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	22	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	23	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of third-grade economically disadvantaged students who scored proficient/distinguished in reading was one percentage point lower than the all students group.
- The percentage of third-grade males who scored proficient/distinguished in reading was six points lower than the all students group and eleven percentage points lower than the female group.

2021-22 Kentucky Summative Assessment (KSA) 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 categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

Delta

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

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	21	*	N/A	14	26	*
Female	27	*	N/A	*	33	*
Male	18	*	N/A	15	*	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	21	*	N/A	15	26	*
Economically Disadvantaged	15	*	N/A	*	*	*
Non-Economically Disadvantaged	26	*	N/A	18	29	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	24	*	N/A	15	29	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	22	*	N/A	14	27	*
Non-English Learner or Monitored	22	*	N/A	14	27	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	20	*	N/A	14	25	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of non-EL and non-EL or monitored students who scored proficient/distinguished in reading at the fifth-grade level was one percentage point higher than the all students group.
- The percentage of non-EL and non-EL or monitored students who scored proficient/distinguished in editing and mechanics at the fifth-grade level was one percentage point higher than the all students group.

Delta

- The percentage of males who scored proficient/distinguished in reading at the fifth-grade level was nine percentage points lower than the female student group and three percentage points lower than the all students group.
- The percentage of economically disadvantaged students who scored proficient/distinguished in reading at the fifth-grade level was six percentage points below the all students group.

Schedule

Monday, February 6, 2023

Time	Event	Where	Who
4:00 p.m. – 7:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 7, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 8, 2023

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

Thursday, February 9, 2023

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