**RESULTS**

The text analysis resulted in 1015 unigrams, 2510 bigrams, and 1727 trigrams at the school level and 2231 unigrams, 1639 bigrams, and 1013 trigrams at the district level. The twenty most frequently used words and phrases are presented below.

**CONCLUSIONS**

- The word “students” is the most frequently used word across all improvement priorities at both the school and district levels.
- Audit teams place a heavy emphasis on data-driven systems that lead to sustainability.
- Professional learning communities (PLCs) are seen as a vital component of the school improvement process.
- The highest assessment systems that include formalative assessment provide a range of data are important for the continuous monitoring of student performance.
- The frequency of improvement processes is important, with the focus on student learning experiences over culture or climate elements.
- Audit teams view the district’s role primarily as a monitoring and support role, assigning tasks such as setting expectations and establishing system wide instructional processes.
- Schools are assigned specific tasks related to improving instruction, such as aligning instruction to standards, developing formative assessments, and establishing local systems for sustainability.
- The word “program” is not included in the top twenty key words or phrases at either the school or district levels. The focus is clearly on instructional strategies that meet the needs of individual students.

**NEXT STEPS**

This work is in its early stages. As this work continues to develop, improvement priorities from other states with similarly aligned processes will be accessed and added to the corpus. This will allow the researcher to gain further insight into the way that audit teams view the school improvement process.

**REFERENCES**


**CONTACT INFORMATION**

Matthew B. Courtney, Ed.D.
Executive Staff Advisor
Kentucky Department of Education
502-504-2116 ext. 4016
matthew.courtney@education.ky.gov

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**An Exploration of School Improvement Priorities Issued by the Kentucky Department of Education**

Matthew B. Courtney, Ed.D.
Kentucky Department of Education

**Abstract**

Since 2012, the Kentucky Department of Education (KDE) has completed 145 school improvement audits resulting in 611 school and district improvement priorities for schools identified as low performing based on the state’s accountability system. Improvement priorities are brief statements that provide guidance to inform the turnaround process. This study utilized standard text mining protocols to determine what we can learn from the collective wisdom of Kentucky audits. The protocol resulted in 2176 unigrams, 4149 bigrams, and 2743 trigrams, which were ordered in order of frequency for examination. This poster reports the top twenty unigrams, bigrams, and trigrams for both schools and districts. These high frequency words and phrases give insight into the school improvement process and provide a foundation upon which schools can launch their school improvement efforts.

**METHODOLOGY**

This study utilized text mining protocols to examine the content of 611 school improvement priorities issued by the Kentucky Department of Education (KDE) over the span of seven school years. This study sought to determine what insights could be gleaned from the collective advice of KDE audit teams. To make this determination, this study answers the following research questions:

- What is the frequency of unigrams, bigrams, and trigrams in improvement priorities delivered to schools and districts identified for improvement between 2012 and 2019?

**Data Collection**

One-hundred-forty six (146) Diagnostic Review (DR) reports were accessed from KDE. These are public documents that are freely available for inspection. The collection of reports represented 42 district level audits and 104 school level audits conducted between 2012 and 2019. KDE began utilizing the Diagnostic Review process in 2012, as such, this represents the entire body of DR reports generated by KDE. To prepare the text for analysis, each statement was coded to include the school year in which the review was conducted and the name of the school and district. The full corpus included 212 district level improvement priorities and 399 school level improvement priorities.

**Data Analysis**

The R statistical platform was used to complete the text mining process (R Core Team, 2019). Specifically, the tidytext package was used to process and analyze the data (Silge & Robinson, 2016). This package allows the user to quickly and efficiently analyze and visualize text. To prepare the data for analysis, the improvement priority statements were transformed through the tokenization process. Following tokenization, the lists were filtered to remove stop-words (commonly used words that do not add to the content of a text, i.e. a, the, and), resulting in the 1,149 English language stop-words included in the tidytext package. This process reduced the corpus to 753 unique words, or unigrams, at the district level and 1,015 unigrams, at the school level.

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**REFERENCES**
