Cognia Diagnostic Review Report

Results for:

Frederick Law Olmsted Academy South

January 9-12, 2023

cognia™

Table of Contents

Introduction **2**
Performance Standards Evaluation 2
Insights from the Review 3
Potential Leader Actions: 4
Effective Learning Environments Observation Tool (eleot) Results **5**
eleot Narrative 9
Potential Leader Actions: 10
Improvement Priorities **11**
Improvement Priority 1 11
Potential Leader Actions: 12
Improvement Priority 2 13
Potential Leader Actions: 14
Your Next Steps 14
Principal Capacity in Diagnostic Review **15**
Team Roster **17**
Appendix **18**
Cognia Performance Standards Ratings 18
Key Characteristic 1: Culture of Learning 18
Key Characteristic 2: Leadership for Learning 20
Key Characteristic 3: Engagement of Learning 22
Key Characteristic 4: Growth in Learning 24
Student Performance Data 27
Schedule 32

Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	22
Noncertified Staff	12
Students	15
Parents	2
Total	59

Performance Standards Evaluation

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

demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

Frederick Law Olmsted Academy South embodies an environment of care and concern for students. A common theme that emerged throughout the Diagnostic Review was the concern that administrators, faculty, and staff members exhibited for students' well-being. This was echoed throughout the Diagnostic Review via observations and stakeholder interviews. Students are reminded that they are "bold, beautiful, and brave" from the moment they enter the building, whether in classrooms, hallways, or the cafeteria.

The team noted that administrators, faculty, and staff members provide for the physical, social, and emotional needs of the student population. The school employs two full-time school counselors, two full-time safety officers, and other support personnel to address student needs. The school also houses a Family Resource and Youth Services Center that collaborates with outside agencies and programs to provide services to meet the non-academic needs of students and families. For example, some of the services and programs include partnerships with Women Influencing Louisville, Dixie Kiwanis Club, South Louisville Christian Church, Young Author's Greenhouse, and Metro Council District 15 Councilwoman. These partners provide a wide range of support including summer academic recovery, meals, vision and hearing screenings, mentoring, and tickets to events in South Louisville.

Efforts had also been made to ensure all students have multiple opportunities to explore and have experiences related to planning for their future, including related arts classes. Students take two related arts courses each term. Creative writing, orchestra, band, art, and technology are just a few of the offerings available to students. However, interview data revealed that some students do not feel they have a voice about which courses they take. These students also participate in the Jefferson County Public Schools Backpack of Success Skills Initiative where they demonstrate what they have learned in five key areas (i.e., emerging innovator, productive collaborator, effective communicator, globally and culturally competent citizen, and prepared and resilient learner). This provides an opportunity for students to develop the skills necessary for their futures, as well as to explore their personal areas of interest. The school is also identified as a Science, Technology, Engineering, Arts, and Mathematics (STEAM) magnet school; however, few stakeholders mentioned STEAM during interviews. The team also found no evidence of the STEAM program guiding student inquiry, dialogue, and critical thinking.

The administration, faculty, and staff are in the early stages of implementing programs and processes to raise student academic performance. The establishment of professional learning communities (PLCs), Embedded Professional Development (EPD) and the school's instructional leadership team (ILT) all represent opportunities for meaningful collaboration with a focus on continuous improvement. The Diagnostic Review Team noted the importance for all stakeholders (internal and external) at Frederick Olmsted Academy South to be knowledgeable about the academic goals defined in the Comprehensive School Improvement Plan (CSIP). Further, the team recommends that stakeholders be intentional and consistent in their implementation of processes, procedures, and practices to ensure efforts are aligned with these academic goals.

Stakeholders need to be involved in the development of the continuous improvement process. Data from the Cognia Surveys (e.g., family, educator, and students) revealed a strong disconnect between educators, families, and students, regarding how learners' academic and non-academic needs are being addressed by the school.

Collaboration between students, families, and school personnel is critical to developing academic goals and outcomes.

Finally, the team noted that while the principal largely focused on the areas of culture and climate, she released her instructional leadership responsibilities to assistant principals and others. It will be necessary for the principal to function in the capacity of instructional leader to lead turnaround efforts. The team identified the need for a collaborative and supportive relationship between the school and district office to provide intentional and consistent instructional leadership coaching and feedback to the principal focused on student academic performance.

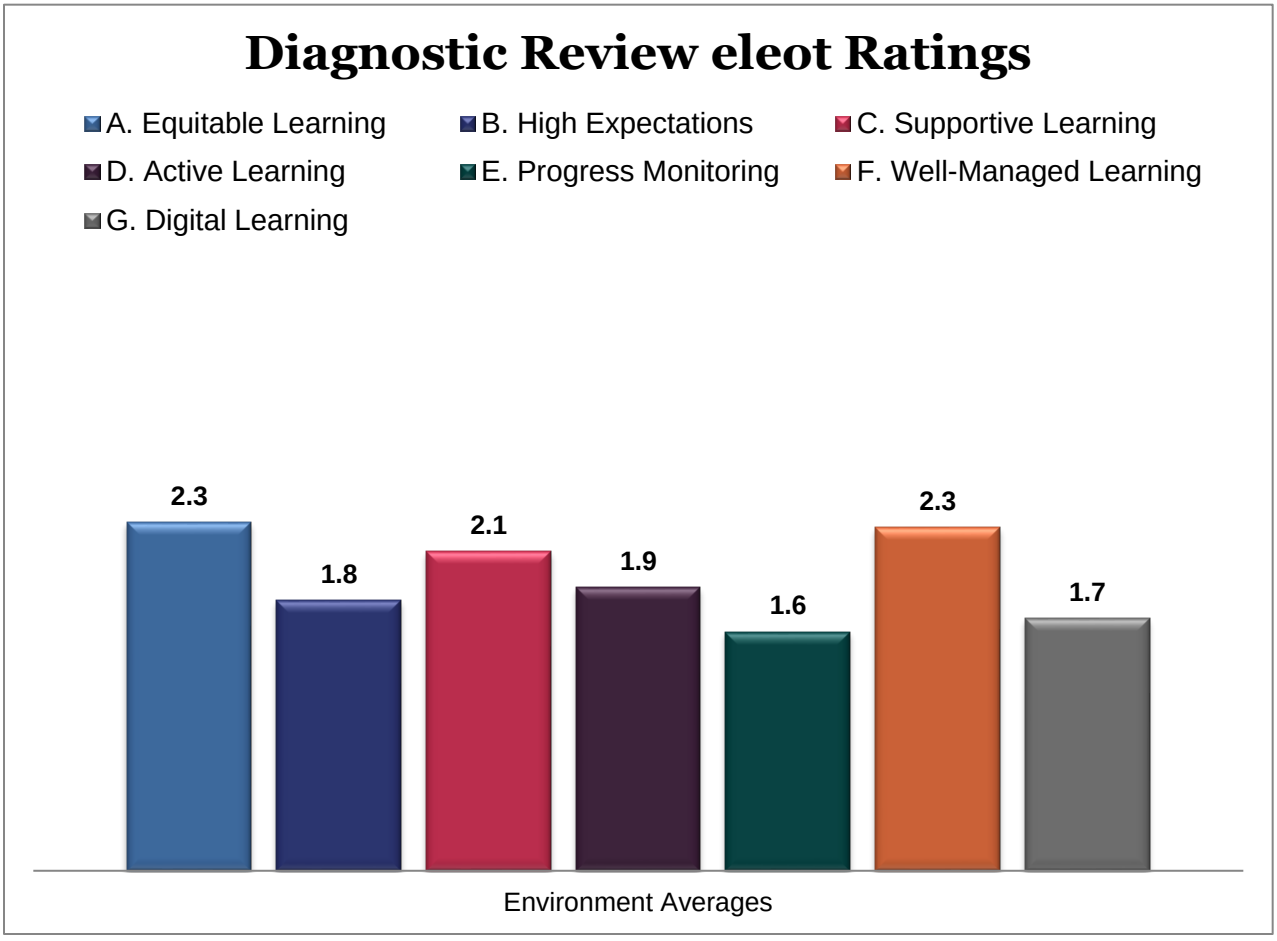
Potential Leader Actions:

- Develop a system of supports (e.g., before-, during-, and after-school academic support and extra-curricular clubs focused on academic enrichment) to promote student learning.
- Implement a monitoring process to ensure that academic interventions are consistently provided for all students who need them and that this process is an embedded component of the academic program.
- Identify, implement, and monitor strategies to engage students and families in the continuous improvement process.
- Engage in professional learning opportunities to build instructional leadership capacity for school administrators and teacher leaders.

Effective Learning Environments Observation Tool (eleot) Results

Cognia's Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot-certified and passed a certification exam that established inter-rater reliability. Team members conducted 22 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	55%	41%	5%	0%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	14%	73%	14%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	14%	5%	68%	14%
A4	2.0	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.	41%	27%	27%	5%
Overall rating on a 4-point scale:		**2.3**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	41%	32%	27%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	27%	50%	23%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	68%	27%	5%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	23%	59%	14%	5%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	27%	64%	9%	0%
Overall rating on a 4-point scale:		**1.8**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	32%	41%	27%	0%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	32%	45%	23%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	9%	50%	36%	5%
C4	2.3	Learners demonstrate a congenial and supportive relationship with their teacher.	18%	41%	36%	5%
Overall rating on a 4-point scale:		**2.1**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	41%	45%	14%	0%
D2	1.9	Learners make connections from content to real-life experiences.	41%	32%	23%	5%
D3	2.2	Learners are actively engaged in the learning activities.	9%	64%	27%	0%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	45%	36%	18%	0%
Overall rating on a 4-point scale:		**1.9**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	59%	27%	14%	0%
E2	1.8	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	36%	50%	14%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	23%	68%	9%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	82%	18%	0%	0%
Overall rating on a 4-point scale:		**1.6**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.3	Learners speak and interact respectfully with teacher(s) and each other.	18%	36%	41%	5%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	14%	45%	27%	14%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	23%	32%	41%	5%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	18%	50%	32%	0%
Overall rating on a 4-point scale:		**2.3**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.9	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	45%	27%	23%	5%
G2	1.7	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	50%	32%	18%	0%
G3	1.5	Learners use digital tools/technology to communicate and work collaboratively for learning.	59%	32%	9%	0%
Overall rating on a 4-point scale:		**1.7**				

eleot Narrative

The Diagnostic Review Team conducted 22 eleot classroom observations in core content classrooms. Collectively, these observations yielded significant insight into the school's learning environments. Ratings among all seven learning environments ranged from a 1.6 on a four-point scale in the Progress Monitoring Environment to a 2.3 in the Equitable Learning and Well-Managed Learning Environments. Overall, the Diagnostic Review Team observed teacher-directed instruction with few opportunities for student collaboration, higher-order thinking, or use of technology.

The highest ratings occurred in the Equitable Learning Environment and the Well-Managed Learning Environment. In 87 percent of classrooms, it was evident/very evident that "Learners have equal access to classroom discussions, activities, resources, technology, and support (A2)." It was evident/very evident in 82 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." In 46 percent of classrooms, it was evident/very evident that "learners speak and interact respectfully with teacher(s) and each other (F1)" and that "Learners transition smoothly and efficiently from one activity to another (F3)."

The team noted an area of concern in using technology resources for the purpose of collaboration, research, or learning activities promoting higher-order thinking. In 28 percent of classrooms, it was evident/very evident that learners "use digital tools/technology to gather, evaluate, and/or use information for learning (G1)." In 18 percent of classrooms, it was evident/very evident that learners "use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." Lastly, in nine percent of classrooms, it was evident/very evident that learners "use digital tools/technology to communicate and work collaboratively for learning) (G3)."

Observational data indicated the need for differentiating instruction, monitoring progress, and providing feedback to students to meet specific learning goals. The team found that teachers rarely provided instruction to meet the individual needs of their students. In five percent of classrooms, it was evident/very evident that learners "engage in differentiated learning opportunities and/or activities that meet their needs (A1)." In 14 percent of classrooms, it was evident/very evident that learners "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." It was evident/very evident in nine percent of classrooms that "Learners

demonstrate and/or verbalize understanding of the lesson/content (E3).” Lastly, it was evident in zero percent of classrooms that “Learners understand and/or are able to explain how their work is assessed (E4).”

The team identified several strengths the school could leverage to improve student learning. For example, well-managed classrooms provide a foundation for implementing innovative and evidence-based strategies such as differentiating instruction, using technology, and providing specific feedback to students.

Potential Leader Actions:

- Conduct a data analysis to determine instructional technology needs, based on student performance data.
- Develop, implement, and monitor professional learning opportunities to build teacher capacity in using technology for instructional purposes.
- Build teacher capacity in developing and implementing formative assessments during instruction, analyzing data, and using findings to guide subsequent instruction.
- Provide and monitor professional learning opportunities for teachers to build capacity in differentiating instruction to provide students with individualized learning opportunities, including remediation, intervention, enrichment, and acceleration.

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 that focuses on high-yield instructional strategies, monitors instruction, and provides coaching and feedback to teachers to improve professional practices and increase student achievement.

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

Findings:

Student performance data, as detailed in an appendix to this report, indicated that processes and procedures had not been developed or implemented to support teaching and learning. The percentage of students at Frederick Law Olmsted Academy South who scored proficient/distinguished on the Kentucky Summative Assessment (KSA) was below the state averages in all content areas and at all grade levels in 2021-22.

Interview data revealed that the school had not implemented operational processes and procedures with fidelity to ensure organizational effectiveness in support of teaching and learning. Although stakeholders could articulate some CSIP components (e.g., PLCs, ILTs, EPD, common formative assessments [CFA]s, Northwest Educational Association [NWEA] Measures of Academic Progress [MAP] data, classroom walkthroughs), the team found a lack of intentionality in implementing and monitoring for effectiveness. Interview data showed stakeholders could superficially discuss the intent, purpose, and impact of each initiative. Stakeholder interview data indicated that the initiatives often operated in isolation with little connection to other components of the plan. Additionally, interview data revealed that EPD topics were largely determined by faculty and staff surveys that may or may not align with student needs, as indicated by academic performance data (e.g., CFAs, NWEA MAP). In cases where individuals sought professional learning opportunities in or outside of the district, they were approved; however, the team found no protocol for translating new learning into classroom practices, evaluating the implementation of new or refined instructional practices, or measuring the impacts of these practices on student learning.

During stakeholder interviews, the team found stakeholder groups lacked a clear understanding of the school improvement model. Administrators, faculty, and support staff members indicated they frequently analyzed data and identified plus/deltas. Observations of meetings (i.e., PLC, ILT) revealed that they were largely focused on reviewing survey data or discussing perceptions. Student academic performance or other forms of objective, quantitative data were rarely used to make decisions. Stakeholders spoke of using NWEA MAP data for determining student academic performance. Currently, the assessment is administered three times per school year and is largely used to measure growth and to make predictions regarding performance on state assessments, as opposed to informing instruction and identifying student needs. The team also observed that teachers do not know how to access their data, making them largely dependent on others to give them that information and limiting the use of data. In addition, interview data revealed that while specific protocols were used to review common formative assessment data during PLC meetings, there was no additional data analysis and progress monitoring. The team determined that completing this protocol was largely a compliance-based task. These components used intentionally could be leveraged to guide and monitor improvement efforts and inform adjustments as needed.

Interview data also revealed classroom walkthroughs as an area of concern. While a protocol for them exists, the team was unable to locate a formal schedule for classroom walkthroughs. Interview data revealed that while teachers receive written feedback from the walkthroughs, there is no follow-up to monitor whether recommended instructional modifications have been implemented or to provide support when needed.

Classroom observational data revealed the need to leverage classroom walkthroughs, coaching, analysis and use of quantitative data, and the intentional use of existing components of the continuous improvement process to support the school in making academic improvements. Collectively, these observations yielded significant insight into the classroom learning environments. Overall, the team observed teacher-directed instruction and few examples of student collaboration. The team also noted limited evidence of teachers differentiating learning to meet the specific needs of their students. One concern the team had was about the learners' inability to demonstrate understanding of the content/lessons.

As the school works to develop and implement a CSIP focused on learners' needs and experiences, it will be important to engage all stakeholders (e.g., families and students). Stakeholder survey data revealed a disconnect among stakeholder groups. While 94 percent of educators surveyed using the Cognia Fall 2022 surveys agreed/absolutely agreed with the statement, "we base improvement efforts on learners' needs (5)", families and students had a different perspective. Sixty-seven percent of families surveyed agreed/absolutely agreed that "the adults are committed to trying new things to improve (6)", while 52 percent of students surveyed agreed/absolutely agreed that "The adults try new things to improve our school (6)."

Potential Leader Actions:

- Identify and analyze baseline data to determine current levels of student academic performance.
- Determine short- and long-term goals 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 identified in the CSIP.
- Develop and communicate a monitoring process that involves a consistent schedule, embeds next steps, and includes a classroom walkthrough protocol, a process for instructional observations, and coaching.
- Develop, implement, and schedule a process for monitoring to determine progress towards reaching the CSIP goals and adjusting the process as needed.

Improvement Priority 2

Develop, implement, and monitor a process for identifying and addressing learners' individual academic needs.

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

Findings

Student performance data, as detailed in the appendix to this report, suggests that processes and procedures have not been developed or implemented for individualized instruction to support the needs of learners. The overall percentage of students who scored proficient/distinguished on the KSA was below state averages in all content areas and at all grade levels in 2021-22.

A deeper dive into the 2021-22 KSA data revealed that disparities exist among African American students, English Learners (ELs), Hispanic and Latino, and their grade-level peers. The percentage of ELs scoring 60-80 points for EL progress was above the state average. The percentage of ELs scoring 140 points for EL progress was below the state average. The percentage of sixth-grade African American students scoring proficient/distinguished in reading was 12 percent, compared to 22 percent for all students. The percentage of seventh-grade African American students who scored proficient/distinguished in reading was 21 percent, compared to 25 percent for all students. The percentage of seventh-grade Hispanic or Latino students scoring proficient/distinguished in reading was 20 percent, compared to 25 percent for all students. The percentage of eighth-grade Hispanic or Latino students who scored proficient/distinguished in reading was 14 percent, compared to 24 percent for all students. The percentage of eighth-grade African American students who scored proficient/distinguished in reading was 21 percent, compared to 24 percent for all students. The percentage of eighth-grade Hispanic or Latino students who scored proficient/distinguished in math was 14 percent, compared to 22 percent for all students. The percentage of eighth-grade African American students who scored proficient/distinguished in math was 16 percent, compared to 22 percent for all students. These data were supported by classroom observational data, as learners who engaged "in differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in five percent of classrooms.

Classroom observational data further revealed a lack of high expectations for student learning. In 23 percent of classrooms, it was evident/very evident that "Learners engage in activities and learning that are challenging but attainable (B2)." In 27 percent of classrooms, it was evident/very evident that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)."

Classroom observational data also revealed a lack of progress monitoring and feedback during learning. Most students were unaware of how they were being evaluated. In 14 percent of classrooms, it was evident/very evident that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." Learners who demonstrated and/or verbalized "understanding of the lesson/content (E3)" were evident/very evident in nine percent of classrooms. Learners who "understand and/or were able to explain how their work was assessed (E4)" were evident/very evident in zero percent of classrooms.

Interview data revealed a lack of processes and consistent expectations regarding identifying and meeting the needs of individual learners. Stakeholder interviews indicated the use of two primary sources of quantitative performance data (i.e., CFAs and NWEA MAP). CFAs were administered at the end of each week, while NWEA MAP was administered three times a year. Interviews revealed that the data from each of these assessments were used to measure student mastery and growth, respectively. Interviews did not produce evidence of these assessments being used to identify and address the individual needs of learners or to plan subsequent lessons. In contrast, stakeholder interviews revealed that all students were expected to receive instruction based on grade-level standards regardless of whether they were prepared to meet those standards. Tier 2 or Tier 3 instruction was not provided to meet the individualized needs of learners who may need interventions, remediation,

enrichment, or acceleration. These findings are consistent with what the team observed in classrooms, which was largely whole-group instruction with little evidence of differentiation. The team also found that despite the growing number of ELs, inadequate staffing resources exist to meet their needs.

While some curriculum and assessment programs and tools, such as IXL, have been implemented to support teaching and learning, interview data indicated inconsistent use and understanding of the data. The team found no use of these types of programs to meet the specific and diverse needs of learners.

Although a review of artifacts provided by the school revealed several items that could be used for identifying and supporting the individualized needs of learners, including NWEA MAP data and PLC protocol documents, the team found a lack of evidence that these tools were used to meet students' individual needs.

Finally, the team noted a disconnect among stakeholders in their perceptions of whether individual learner needs are being addressed. Student, family, and educator perceptions were captured using the Cognia Fall 2022 survey. Ninety-two percent of educators surveyed agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Fifty-four percent of families agreed/absolutely agreed that "in the past 30 days, my child had instruction that was changed to meet their needs (15)", and 41 percent of students agreed/absolutely agreed they had "lessons that were changed to meet my needs (13)."

Potential Leader Actions:

- Develop, implement, and monitor a data analysis protocol that supports the identification of individual student needs and strategies to address those needs.
- Develop formalized expectations for differentiating instruction to meet the individual needs of students, including advanced learners.
- Develop and implement Tier 2 and Tier 3 interventions to meet the individual needs of students.
- Use the classroom walkthrough protocol and process to monitor whether individual academic needs are being addressed.

Your Next Steps

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

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

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

Principal Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the principal's capacity for leadership of school turnaround, as defined in 703 KAR 5:280, Section 1. The recommendation of the principal's ability to lead the intervention in the school is based on an assessment of Standard 10: School Improvement from the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration and adopted by the Kentucky Education Professional Standards Board (EPSB).

703 KAR 5:280, Section 3, identifies the discretion of the audit team to incorporate the analysis and recommendation regarding the principal's capacity into this report. The superintendent will make any necessary determination regarding the principal or other certified staff pursuant to KRS 160.346(8).

Following its review of extensive evidence, the Diagnostic Review Team submitted the following assessment regarding the principal's capacity to lead turnaround in a school identified for comprehensive support and improvement to the Commissioner of Education:

- ☐ The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.
- ☐ It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- ☒ It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- ☐ It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal requires intensive support to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school, Frederick Law Olmsted Academy South.

The principal at Frederick Law Olmsted Academy South accepted the principalship in July of 2022. The principal's primary focus has been building trust, establishing relationships, and creating behavioral and cultural changes. Stakeholder interviews and a review of documents and other artifacts showed the principal has not embraced a system of continuous improvement to address the academic needs of the school. The principal would be well-served to implement a data-driven continuous improvement process. Protocols for the collection and use of data for decision making in the school should be modeled for teachers and monitored for implementation and effectiveness. Although embedded professional learning regularly occurs, it is primarily derived from perception surveys given to teachers. There is little professional learning for the purpose of building teacher capacity to differentiate instruction. As evidenced via the principal's presentation and interviews from teachers and the principal, Tier 2 and Tier 3 interventions do not exist. The district and principal should take steps to support and verify that staff professional learning needs in data analysis and a multi-tiered system of support for instruction are met through ongoing, job-embedded professional development.

Although the school is currently in the process of reviewing and revising the school's mission and vision, school leadership has not engaged external stakeholders in the process. Stakeholder interviews indicated that family involvement is limited to after-school activities and sporting events, but external stakeholder involvement rarely occurred during the school day. During the Diagnostic Review, the community member interviews were limited to one individual. Further, the principal was unable to secure families to be interviewed in person. After repeated

requests from the Diagnostic Review Team, the principal provided a list of 13 family members to be contacted and interviewed via phone. Of the 13, only two individuals were available to be interviewed and appeared unaware of their expected involvement in the Diagnostic Review. Interviews and a review of the evidence revealed external stakeholders are rarely involved in the school's decision-making process. The school leadership should develop and implement strategies to engage all stakeholders in school decision making.

Additionally, the principal has not established clear expectations for the delivery and monitoring of classroom instruction. The principal stated she verbalized an expectation for assistant principals to conduct walkthroughs in at least two classrooms per day. This expectation would result in at least one walkthrough a week for each teacher; however, interviews revealed most teachers only received a total of four walkthroughs during the first semester. It was discovered during interviews that most teachers received in-person feedback and coaching once during the first semester. In addition, the walkthrough instrument is an area of concern. The tool is narrow in focus and limited primarily to learning intentions and the Adolescent Literacy Model (ALM). Consequently, stakeholder interviews revealed the primary focus of the coaching is how to better address behavior issues rather than how to improve instructional delivery. The lack of instructional monitoring, classroom walkthroughs, and academic coaching sessions has impeded the ability to improve student achievement.

Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and 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 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. 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.
Tim Huddleston	Tim Huddleston currently serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education serving Additional Targeted Support and Improvement (ATSI) schools. He has worked in education for 29 years, having served as a middle school classroom educator, high school assistant principal, middle school and high school principal, and school improvement specialist. He completed the school improvement specialist (CSIS) and National Institute of School Leadership programs (NISL).
Joseph Brown, Ed.D.	Joseph Brown has over 15 years of experience as an educator. Prior to his recent position as the chief executive officer and founder of an educational consulting firm, he served as a director of academic programs for a charter school in Louisiana. Prior to this role, Dr. Brown served as a chief academic officer and instructor at a local college and on various instructional leadership teams as an educator.
Donna Bumps	Donna Bumps is serving as an Educational Recovery Leader (ERL) with the Kentucky Department of Education. Donna has been an educator for 23 years with most of her experience being at the middle and high school leadership levels.
Jenny Ray	Jenny Ray has three decades of experience in education. She has served as a teacher, principal, assistant principal, and state leadership specialist. She also has served as an educational leader mentor, coach, and professional learning facilitator for leaders at the building and district levels to support leadership development in urban and rural districts.

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 and 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.	**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
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.	**1**
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	**2**
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	**1**

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**
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	**2**

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

Key Characteristic 3: Engagement of Learning

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

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	1
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	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.	1

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

Student Performance Data

School name: Fredrick Law Olmsted Academy South

2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (21-22)	% P/D State (21-22)
Reading	6	22	44
	7	25	43
	8	24	44
Math	6	16	38
	7	12	38
	8	22	36
Science	7	*	22
Social Students	8	15	36
Editing and Mechanics	8	17	46
On Demand Writing	8	18	38

Plus

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

Delta

- The percentage of students scoring proficient/distinguished was below the state average in sixth-grade reading and math in 2021-22.
- The percentage of students scoring proficient/distinguished was below the state average in seventh-grade reading and math in 2021-22.
- The percentage of students scoring proficient/distinguished was below the state average in eighth-grade reading, math, social studies, editing and mechanics and on demand writing 2021-22.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	58	66
Percent Score of 60-80	28	22
Percent Score 100	10	8
Percent Score of 140	1	2

Plus

- The percentage of ELs scoring 0 points for progress was below the state average in 2021-22.
- The percentage of ELs scoring 100 points for progress was above the state average in 2021-22.

Delta

- The percentage of ELs scoring 60-80 points for progress was above the state average in 2021-22.
- The percentage of ELs scoring 140 points for progress was below the state average in 2021-22.

2021-22 Percent Proficient/Distinguished 6th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	22	16	N/A	N/A	N/A	N/A
Female	22	16	N/A	N/A	N/A	N/A
Male	*	*	N/A	N/A	N/A	N/A
African American	12	*	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	27	22	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)	34	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	21	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	25	26	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	23	17	N/A	N/A	N/A	N/A
English- Including Monitored	*	12	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	28	19	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	24	*	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
Non-Gifted and Talented	21	15	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 percentage of sixth-grade Hispanic or Latino students who scored proficient/distinguished in reading was 27 percent, compared to 22 percent for all students in 2021-22.
- The percentage of sixth-grade Hispanic or Latino students who scored proficient/distinguished in math was 22 percent, compared to 16 percent for all students in 2021-22.

Delta

- The percentage of sixth-grade African American students who scored proficient/distinguished in reading was 12 percent, compared to 22 percent for all students in 2021-22.

2021-22 Percent Proficient/Distinguished 7th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	25	12	*	N/A	N/A	N/A
Female	25	12	*	N/A	N/A	N/A
Male	*	*	*	N/A	N/A	N/A
African American	21	*	*	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	20	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	33	*	*	N/A	N/A	N/A
White (non-Hispanic)	31	14	*	N/A	N/A	N/A
Economically Disadvantaged	24	12	*	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	27	14	*	N/A	N/A	N/A
English- Including Monitored	8	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	30	15	*	N/A	N/A	N/A
Non-English Learner or Monitored	32	16	*	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	24	12	*	N/A	N/A	N/A
Homeless	25	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

- The percentage of seventh-grade students identifying as two or more races who scored proficient/distinguished in reading was 33 percent compared to 25 percent for all students in 2021-22.
- The percentage of seventh-grade homeless students who scored proficient/distinguished in reading was 25 percent, compared to 25 percent for all students in 2021-22.
- The percentage of seventh-grade homeless students who scored proficient/distinguished in math was 12 percent, compared to 12 percent for all students in 2021-22.

Delta

- The percentage of seventh-grade African American students who scored proficient/distinguished in reading was 21 percent, compared to 25 percent for all students in 2021-22.
- The percentage of seventh-grade Hispanic or Latino students who scored proficient/distinguished in reading was 20 percent, compared to 25 percent for all students in 2021-22.
- The percentage of economically disadvantaged seventh-grade students who scored proficient/distinguished in reading was 24 percent, compared to 25 percent for all students in 2021-22.

2021-22 Percent Proficient/Distinguished 8th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	24	22	N/A	15	17	18
Female	24	22	N/A	15	17	18
Male	*	*	N/A	*	*	*
African American	21	16	N/A	10	*	14
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	14	18	N/A	8	*	14
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	58	*	N/A	42	33	*
White (non-Hispanic)	31	25	N/A	24	20	*
Economically Disadvantaged	23	*	N/A	14	15	17
Non-Economically Disadvantaged	39	42	N/A	25	38	25
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	27	23	N/A	16	19	19
English- Including Monitored	17	14	N/A	8	*	13
English Learner	*	12	N/A	*	*	*
Non-English Learner	29	25	N/A	19	22	21
Non-English Learner or Monitored	27	25	N/A	18	21	20
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	24	22	N/A	15	16	18
Homeless	10	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of eighth-grade students identifying as two or more races who scored proficient/distinguished in reading was 58 percent, compared to 24 percent for all students in 2021-22.
- The percentage of eighth-grade students identifying as two or more races who scored proficient/distinguished in social studies was 42 percent, compared to 15 percent for all students in 2021-22.
- The percentage of eighth-grade students identifying as two or more races who scored proficient/distinguished in editing and mechanics was 33 percent compared to 17 percent for all students in 2021-22.

Delta

- The percentage of eighth-grade Hispanic or Latino students who scored proficient/distinguished in reading was 14 percent, compared to 24 percent for all students in 2021-22.
- The percentage of eighth-grade African American students who scored proficient/distinguished in reading was 21 percent, compared to 24 percent for all students in 2021-22.
- The percentage of eighth-grade Hispanic or Latino students who scored proficient/distinguished in math was 14 percent, compared to 22 percent for all students in 2021-22.
- The percentage of eighth-grade African American students who scored proficient/distinguished in math was 16 percent, compared to 22 percent for all students in 2021-22.
- The percentage of eighth-grade Hispanic or Latino students who scored proficient/distinguished in social studies was eight percent, compared to 15 percent for all students in 2021-22.
- The percentage of eighth-grade African American students who scored proficient/distinguished in social studies was 10 percent, compared to 15 percent for all students in 2021-22.
- The percentage of eighth-grade Hispanic or Latino students who scored proficient/distinguished in on demand writing was 14 percent, compared to 18 percent for all students in 2021-22.
- The percentage of eighth-grade African American students who scored proficient/distinguished in on demand writing was 14 percent, compared to 18 percent for all students in 2021-22.

Schedule

Monday, January 9, 2023

Time	Event	Where	Who
4:00 p.m. – 6:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 10, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 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, January 11, 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, January 12, 2023

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