

Cognia Diagnostic Review Report

**Results for:
Holmes High School**

February 6-9, 2023

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	10
Certified Staff	29
Noncertified Staff	4
Students	39
Parents	6
Total	93

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:

Multiple data points, including perception surveys, stakeholder interviews, observational data, and artifacts, suggested that Holmes High School (HHS) was nearing the fidelity stage of the goal to develop a guaranteed, viable curriculum (GVC). Evidence of development was discovered in unit planning organizers (UPO) supported by Savvas textbooks and online materials. Stakeholder interviews indicated that a GVC was not available in recent years and that student performance was adversely affected, as evidenced by average results for students falling below the state average in each reported content area of the Kentucky Summative Assessment (KSA). An additional perceived strength of the school is the introduction of Explicit Direct Instruction (EDI) as an instructional approach, evidenced by stakeholder interviews, observational data, and the "HHS PDSA [Plan, Do, Study, Act] Created with District Leadership" document. Classroom observational data and artifacts, such as the Government Unit 4 Planning Guide document for tenth grade, reflected the different elements of the EDI approach, including teacher and student actions. Within the EDI approach, classroom observational data and UPOs indicated that teachers pervasively used flashbacks as a method of formative assessment during the warmup session of lessons.

Lastly, the development of a GVC supported by Savvas resources and the introduction of the EDI approach reflected the school's mission statement, which is "To guide students to discover, pursue, and connect to their post-secondary dreams." Stakeholder interviews and the "HHS-Administrative Team-Mission-Vision-Work" document indicated that the mission statement was reviewed and revised for the 2022-23 school year. The mission statement appeared to be successfully communicated through signage around the campus as well as through the feedback of several faculty and staff members who indicated that they work at the school because they specifically want to help the students in their community.

The school should leverage the curriculum work, instructional framework, and communicated mission statement to implement the Comprehensive School Improvement Plan (CSIP) found in the "HHS-CSIP 22-23" document provided by the school. Though the school had developed a CSIP, implementation of documented activities was minimized by high teacher turnover and the necessary delivery of effective professional learning opportunities and coaching cycles to enable faculty to fulfill their roles in the continuous improvement process. Interview data analysis suggested that teachers were not aware of the expectations for them in the continuous improvement process, and professional learning sessions were implemented without ongoing opportunities for teachers to share their needs. Artifacts such as the "HHS-PDSA Created with District Leadership" outlined several initiatives, but stakeholder interview data analysis indicated a marginal understanding of the continuous improvement process and the implementation of the continuous improvement plan. The implementation of processes to ensure aligned activities for teachers and leaders was lacking in the instructional culture of the school as evidenced by stakeholder interviews and observations.

Per the "HHS-CSIP 22-23" document, goals one through six sought to improve student achievement. However, the Diagnostic Review Team did not observe the implementation of tiered instruction or differentiated tasks. As evidenced by observations and stakeholder interviews, the dedicated 30 minutes that was previously used for students to engage in an evidence-based reading intervention program was repurposed to create opportunities for students to submit missing assignments. Goal number seven of the "HHS-CSIP 22-23" sought to improve the



graduation rate by approximately 10 percent in 2024 and approximately 15 percent by 2025. Stakeholder interviews indicated that multiple teachers were unaware of the graduation rate for the 2021-22 school year, suggesting a lack of communication of the CSIP goal.

Stakeholder interviews and artifacts, such as the “HHS-All Data Analysis” document, indicated that unit assessment data (e.g., subgroup data, flashbacks) were collected and discussed by the leadership team. The CSIP indicated that “ongoing professional development on mandatory engagement strategies” and “professional learning around collective teacher efficacy” were activities to support improving student achievement. Stakeholder interviews suggested that the school had not moved into the phase of implementing professional development opportunities or aligned monitoring for high-yield instructional strategies. The artifact “HHS-IMPACT Survey Results” document for year 2022 indicated that 38 percent of participants acknowledged the presence of feedback and coaching while 31 percent reported the presence of professional learning.

Stakeholder interviews and artifacts (e.g., “HHS-Failure Committee”, “HHS-Incentive Committee”, “HHS-Equity Committee Meeting” documents) indicated structures were in place to support elements of continuous improvement. However, student performance data analysis from benchmark assessments, the ACT, and the KSA reflect marginal to no growth. The principals’ presentation shared that the number of classes failed by students during the first quarter totaled 508. The school was able to decrease the number of classes failed by students in the second quarter to 410. Though artifacts and stakeholder interviews indicated that the building administrative team conducted classroom observations and occasionally shadowed district-level administration, the Diagnostic Review Team did not identify how professional learning opportunities impacted teacher practices. Stakeholder interview data analysis suggested significant focus and work occurred with standards alignment and lesson pacing. Given that elements of continuous improvement are present, such as professional learning, curriculum development, data gathering, and instructional walk-throughs, the school is in the beginning stages of developing a continuous improvement process to support implementation of the CSIP.

Potential Leader Actions:

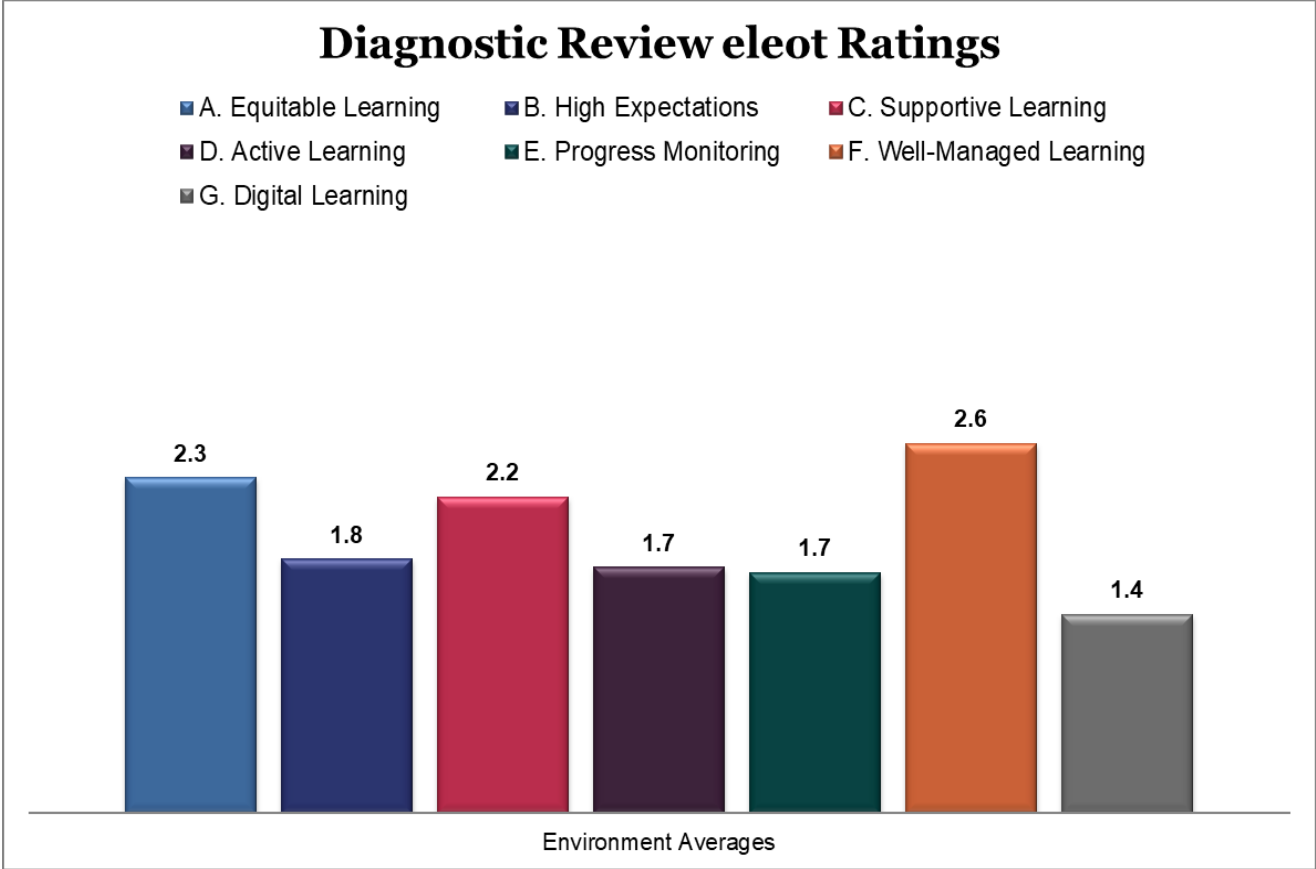
- Ensure that goals and objectives are effectively communicated and revisited with stakeholders as well as aligned with strategies, activities, progress monitoring, and allocation of resources.
- Use progress monitoring of initiatives and professional learning community (PLC) meetings to address areas for improvement in instructional practice.
- Implement an ongoing process of inquiry about teachers’ needs to drive professional learning and initiate a similar process to create opportunities for student voice and parent/guardian perspectives.
- Focus on implementing Tier II instruction to address unfinished learning using Team Time and data analysis.



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 28 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	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	82%	7%	11%	0%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	11%	54%	36%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	18%	54%	29%
A4	1.8	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.	57%	14%	25%	4%
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	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	32%	61%	4%	4%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	32%	50%	14%	4%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	57%	39%	0%	4%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	43%	36%	18%	4%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	25%	64%	7%	4%
Overall rating on a 4-point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	25%	50%	18%	7%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	32%	43%	14%	11%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	18%	43%	29%	11%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	25%	43%	11%
Overall rating on a 4-point scale:			2.2			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	54%	32%	11%	4%
D2	1.5	Learners make connections from content to real-life experiences.	71%	14%	11%	4%
D3	2.3	Learners are actively engaged in the learning activities.	11%	61%	21%	7%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	61%	29%	7%	4%
Overall rating on a 4-point scale:			1.7			

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.	57%	36%	4%	4%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	39%	39%	18%	4%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	29%	57%	11%	4%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	64%	25%	11%	0%
Overall rating on a 4-point scale:			1.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	11%	21%	46%	21%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	11%	29%	43%	18%
F3	2.5	Learners transition smoothly and efficiently from one activity to another.	18%	29%	39%	14%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	7%	46%	46%	0%
Overall rating on a 4-point scale:			2.6			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	29%	14%	7%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	82%	11%	4%	4%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	96%	0%	0%	4%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 28 observations in core content classrooms using the eleot tool. The team also conducted informal observations in the cafeteria, hallways, and non-core content classrooms.

The principal’s presentation highlighted the school’s focus on improving student success. The school staff and students adopted the words honor, humanity, and scholarship when referencing expected behaviors and characteristics of the “Bulldog Way.” An area observed by the team that the school can leverage is teacher consistency in reinforcing expectations. For example, learners who were “treated in a fair, clear, and consistent manner (A3)” were evident/very evident in 83 percent of classrooms. A strength observed by the team was the equal access all students had to classroom resources. It was evident/very evident in 90 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).”

The school used the Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) classroom management approach to align student behavior expectations in classrooms and common areas. Teachers shared responsibility for monitoring hallways between classes. This duty helped to ensure students were headed to class or provided digital tardy slips to minimize the time students spent outside the classroom. Conversations in the hallways and common areas between staff and students were respectful. In addition, it was evident/very evident in 67 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” It was evident/very evident in 61 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

Classrooms had learning targets posted, and some teachers referenced these targets. Still, the team observed that instruction was not aligned with the rigor of Kentucky Academic Standards (KAS), which were used as the basis for the learning targets. For example, it was evident/very evident in 18 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” Additionally, learners who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in eight percent of classrooms. The district and school created unit planning documents with learning standards, pacing, and alignment for each unit. An area for the school to leverage is the GVC to provide the baseline for common assessments, data analysis, and alignment of high-yield instructional strategies to KAS.

When students were asked in surveys what phrases best describe what learning looks like most of the time in their classes (21), 66 percent chose “listen to teachers talk”, 64 percent indicated “do the same work as everyone else”, and 56 percent chose “take notes.” The survey data were supported by eleot observational data. For example, it was evident/very evident in 15 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and the teacher predominate (D1).” Additionally, it was evident/very evident in 11 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Finally, student survey data was supported by observational data, revealing it was evident/very evident in 28 percent of classrooms that “Learners are actively engaged in learning activities (D3).”

Survey data revealed that 59 percent of educators agreed/absolutely agreed with the statement, “At my institution, we set aside time to build relationships with learners (4).” Observational data analysis supported this perception as it was evident/very evident in 54 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” Additionally, it was evident/very evident in 25 percent of classrooms that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1).”

Potential Leader Actions:

- Leverage the EDI approach to identify, implement, and progress monitor the implementation of high-yield instructional strategies. Support teacher learning about high-yield instructional strategies via quality professional development.
- Implement ongoing, dedicated time for professional learning on delivering a content-specific engagement strategy, aligning instructional walks to focus specifically on the engagement strategy, and repeat the cycle with additional engagement strategies to provide a menu of effective strategies that may be used in lesson design.
- Support initial delivery of instructional strategies by implementing coaching cycles to support all teachers in lesson design and delivery with a focus on gathering and analyzing data to make adjustments to address unfinished learning.

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 documented continuous improvement process with a focus on aligned goals, initiatives, and professional learning opportunities.

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

Findings:

The Diagnostic Review Team did not find evidence of a continuous improvement process to reach the stated goals in the CSIP. Stakeholders stated in interviews that the CSIP was not clearly communicated and was created for compliance. During the principals' presentation, the team learned that marginal to no expected academic growth had occurred, indicating that implementation of the continuous improvement process was ineffective. Student performance data from the 2021-22 KSA indicated that 21 percent of students scored proficient/distinguished in reading compared to the state average of 45 percent. Additionally, 15 percent of students scored proficient/distinguished in math compared to the state average of 38 percent. According to the ACT benchmarks, nine percent of Holmes High School students reached benchmark in English, and three percent reached benchmark in math compared to the state averages of 46 percent and 30 percent, respectively.

Stakeholder interviews and artifacts, such as the "HHS-All Data Analysis" document, indicated that the school collected a variety of student growth and achievement data, including the Renaissance STAR universal screener assessments, unit assessments, benchmark assessments, and formative assessments (flashbacks). However, classroom observational data analysis indicated that instruction was inconsistently adjusted to address struggling learners' needs. It was evident/very evident in 11 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Additionally, perception data revealed 37 percent of students agreed/strongly agreed with the statement, "In the past 30 days, I had many ways to show my teachers what I learned (19)." Survey data also indicated that 50 percent of educators agreed/absolutely agreed that "we base our improvement efforts on learners' needs (5)." Stakeholder interviews revealed perceptions that professional learning opportunities were aligned to elementary education and not secondary education.

Though artifacts such as "HHS-Coaching Stair Step Template", "HHS-PD Plan-Instructional Training", and "HHS-CSIP 22-23" showed elements of a continuous improvement process, stakeholder interviews revealed that activities were not implemented with fidelity. Additionally, interview data analysis indicated that PLCs were composed of two or three teachers within a content area team, and dialogue most often consisted of weekly lesson planning and data discussions. Stakeholders indicated that the coaching process was facilitated by an instructional coach, but with significant staff turnover and a sizeable number of new teachers (i.e., in their first three years of teaching), the need for instructional coaching was substantial, making it difficult to implement a coaching cycle with fidelity. Some teachers indicated that walkthroughs occurred frequently, while other teachers could not identify a routine observation schedule. Artifacts, such as "HHS-Mentor Program Mission and Vision" document, along with stakeholder interviews indicated the presence of a mentoring program to support new teachers. However, several teachers were unable to explain expectations for data use and teaching and learning to guide the mentoring program.



Though the “HHS-CSIP 22-23” document outlines a number of goals and objectives, stakeholders indicated a lack of understanding about how initiatives aligned to specific goal achievement. For example, the “HHS-CSIP 22-23” document contained a goal to increase the school’s graduation rate, but teachers were unaware of the most recent graduation data available to the school. Additionally, teachers could not identify how recent professional learning focused on continuous improvement. Perception surveys indicated that 42 percent of students agreed/absolutely agreed with the statement, “The adults try new things to improve our school (6).” Classroom observational data similarly showed it was evident/very evident in 22 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).”

Potential Leader Actions:

- Develop a PLC model that is supported by dedicated meeting time, modeling of effective dialogue, and continued development of a framework around the Multi-Tiered System of Supports (MTSS) that includes a focus on academic interventions and tiered instruction.
- Leverage the existing GVC and EDI approach to implement high-yield instructional strategies.
- Explicitly communicate the CSIP and continuous improvement process to teachers, focusing on the role of teachers and alignment of professional development, instructional strategies, and progress monitoring.
- Align professional learning to instructional initiatives and implement an ongoing process for teachers to provide feedback and input relative to needs.
- Develop and implement a system for monitoring the implementation of professional learning by instructional staff through a documented walkthrough schedule and a system for feedback delivery.

Improvement Priority 2

Ensure teachers implement high-quality, learner-centered learning experiences that include rigorous, standards-based instruction and use high-yield instructional strategies.

Standard 21: Instruction is characterized by high expectations and learner-centered practices.

Findings:

The Diagnostic Review Team noted a lack of high academic expectations and high-yield, effective instructional strategy implementation in the EDI approach. Student performance data on the 2021-22 KSA was below state averages in all reported subjects. KSA data also indicated that existing initiatives produced marginal growth in student learning and the continuous improvement process faced several obstacles, such as teacher turnover and communication of strategies, goals, and objectives. The school had a four-year graduation rate of 80.2 percent compared to the state average of 89.9 percent, and students had failed over 400 classes for the second nine weeks of school.

Observational data analysis indicated that learners who “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 11 percent of classrooms. Stakeholder interviews indicated that students felt classroom instruction and performance tasks did not prepare them for success on the ACT. Evidence and artifacts (e.g., “HHS-Co-Planning Running Agenda in the Core”, “HHS-English 3 UPO 4”) reflected the significant work and progress that the school made with district support. Stakeholder interview data analysis suggested that the GVC could be leveraged to advance professional learning initiatives that support the use of evidence-based instructional strategies and differentiation to maximize learning and proficiency in standards.

Learners who engage in “discussions/dialogues/exchanges with each other and teacher predominate (D1)” and “make connections from content to real-life experiences (D2)” were evident/very evident in 15 percent of classrooms. Perception survey data supported observational data indicating that 37 percent of students agreed/absolutely agreed with the statement, “In the last 30 days, I had many ways to show my teachers what I learned (19).” Additionally, student interview data analysis revealed that teachers predominantly give information and then circulate to provide help while students work independently on paper or devices. Similarly, educator survey data analysis revealed that 38 percent of educators agreed/absolutely agreed with the statement, “At my institution, we provide an instructional environment where all learners thrive (9).”

Though PLCs were referenced during stakeholder interviews and reflected in artifacts (e.g., “HHS-PLC Groups”), the Diagnostic Review Team lacked evidence to support positive outcomes from these meetings. Stakeholder interviews and uploaded artifacts, such as “HHS-Student Assessment Goal Setting,” reflected a practice of student goal setting for assessments. However, the team lacked evidence of expected next steps and how unfinished learning was addressed among students and teachers. Additionally, the team lacked evidence of consistent, differentiated professional learning opportunities for staff based on needs. Stakeholder interviews indicated that teachers were often unaware of the content for professional development sessions prior to the delivery. Although teachers felt welcome to share information with principals, the instructional coach, and the MTSS coordinator, there was not an ongoing process for gathering teacher feedback and input.

Unit planning and curriculum writing were strengths of the school. Professional learning artifacts (e.g., “HHS-PD Plan-Instructional Training”) and ongoing opportunities for teacher feedback (e.g., “HHS-Teacher Unit Planning Support Survey”) reflected the efforts of the district and the high school to clearly define what should be taught in each course and provide teacher voice in the process. Opportunities remain for the school to leverage the curriculum work and implementation of the EDI approach to adjust instructional practices and implementation of high-yield instructional strategies. Observers indicated the use of deconstructed learning targets in classrooms throughout the building. Stakeholder interviews and classroom observational data analysis verified that each student was supplied with a learning device. Observational data analysis also revealed that devices were used in lessons to respond to flashbacks, but there was a lack of evidence that students were using devices to complete



performance tasks or for collaboration, as evidenced by the 1.4 overall rating for the Digital Learning Environment on a four-point scale. Students having access to learning devices but not encouraged to use them for student-centered instruction is just one example of the general lack of evidence of implementation of high-yield strategies.

Potential Leader Actions:

- Provide faculty with professional learning experiences for standards-based instruction and high-yield instructional strategies.
- Establish and monitor regular coaching cycles for teachers based on student performance data and observational data.
- Use the current planning structure to ensure implementation of effective instructional strategies and student engagement strategies.
- Develop a walkthrough process as a method to provide feedback on implementation of the strategies presented through professional learning sessions.
- Engage more leadership team members, including teacher leaders, instructional coaches, all assistant principals, and the MTSS coordinator, in actively supporting the improvement of teachers' instructional skills.

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.



Team Roster

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

Team member name	Brief biography
Stephen Hammock	Dr. Stephen Hammock has 11 years of experience in education, having served as a school bus driver, general and special education teacher, coach, assistant athletic director, assistant principal (6-8), principal (K-8), and district school improvement specialist. Dr. Hammock has served in leadership and school improvement at the building and district level.
Chris Mueller	Dr. Chris Mueller has over 37 years of experience as a secondary teacher, administrator, and Educational Recovery (ER) Leader. While serving as an ER Leader, Dr. Mueller collaborated with administrative teams and school leadership teams to facilitate turnaround efforts in Kentucky's central region. Additionally, he has been an associate lead in multiple Diagnostic Reviews and led monitoring reviews in CSI schools for the Kentucky Department of Education (KDE). He is a certified facilitator for the National Institute for School Leadership (NISL) for the Lead-KY initiative. Dr. Mueller also has experience as an adjunct instructor in political science at Campbellsville University.
Kim Coleman	Kim Coleman has served for over 20 years as an educator and is currently an Educational Recovery (ER) Leader for the Kentucky Department of Education's Office of Continuous Improvement. She works with CSI schools in an urban school district to implement and monitor systems through continuous improvement methods. Prior to this work, she served as an elementary school principal, a Reading Recovery teacher/interventionist, a literacy consultant, and an elementary school teacher. She has worked for over 10 years as a consultant and presenter at the national, state, and local levels.
Lisa Carroll	Dr. Lisa Carroll has over 33 years of experience in education. She previously served in multiple positions as a school administrator in grades K-12 and in several district-level administrative positions, providing curriculum, assessment, and instructional services to Title I and low performing schools. She worked for 10 years with the Kentucky Department of Education (KDE) as an Educational Recovery (ER) Leader, ER Specialist (ERS), and a Highly Skilled Educator (HSE). Dr. Carroll also taught at the university level at the University of the Cumberlands and Asbury University.
Sabrina Reed	Sabrina Reed has 23 years of experience and is currently an Educational Recovery (ER) Specialist with the Kentucky Department of Education (KDE). Before supporting the work of continuous improvement through KDE, she was an elementary literacy specialist. She was also a National Board-Certified Teacher in literacy, reading, and language arts. Ms. Reed was an intermediate classroom teacher and a writing coach. She has served as the project manager for both the New Teacher Induction program and the National Board cohort of candidates and mentors.
Catherine E. Vannatter	Dr. Vannatter has 15 years of experience serving in education as an English teacher, curriculum and instructional coach, and administrative dean at the secondary level. She currently leads a Career and Technical Education Center as the principal. Additionally, Dr. Vannatter has held various supplemental positions, including Building Assessment Coordinator, department chairperson, professional development chairperson, and Title I grant manager.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
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.	3
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.	1
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.	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
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.	2

Key Characteristic 4: Growth in Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	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.	2
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.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

Student Performance Data

School Name: Holmes High School

2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	%P/D School (21-22)	%P/D State (21-22)
Reading	21	45
Math	15	38
Science	*	15
Social Studies	12	35
Editing and Mechanics	20	48
On Demand Writing	6	38

Plus

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

Delta

- The percentage of students scoring proficient/distinguished in reading was 21 percent, compared to the state average of 45 percent.
- The percentage of students scoring proficient/distinguished in math was 15 percent, compared to the state average of 38 percent.
- The percentage of students scoring proficient/distinguished in social studies was 12 percent, compared to the state average of 35 percent.
- The percentage of students scoring proficient/distinguished in editing and mechanics was 20 percent, compared to the state average of 48 percent.
- The percentage of students scoring proficient/distinguished in on demand writing was six percent, compared to the state average of 38 percent.

English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	82	66
Percent Score of 60-80	13	23
Percent Score of 100	4	7
Percent Score of 140	1	2

Plus

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

Delta

- Eighty-two percent of English learners (ELs) received zero points for progress on the ACCESS assessment in 2021-22, which was above the state average.
- Thirteen percent of ELs received 60-80 points for progress on the ACCESS assessment in 2021-22, which was below the state average.
- Four percent of ELs received 100 points for progress on the ACCESS assessment in 2021-22, which was below the state average.



Percentage of Students Meeting Benchmarks on ACT

Content Area	School (21-22)	State (21-22)
English	9	46
Reading	16	45
Math	3	30

Plus

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

Delta

- Nine percent of students met ACT benchmarks in English compared to the state average of 46 percent.
- Sixteen percent of students met ACT benchmarks in reading compared to the state average of 45 percent.
- Three percent of students met ACT benchmarks in math compared to the state average of 30 percent.

Graduation Rate

Year	School 4-Year	State 4-Year	School 5-Year	State 5-Year
2021-22	80.2	89.9	86.5	92.0

Plus

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

Delta

- The school's four-year graduation rate was 80.2 percent, compared to the state average of 89.9 percent.
- The school's five-year graduation rate of 86.5 percent was below the state average of 92 percent.

Post-Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2021-22	45.3	72.4	47.9	76.2

Plus

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

Delta

- The percentage of students meeting post-secondary readiness was 45.3 percent, compared to the state average of 72.4 percent.
- The percentage of students meeting post-secondary readiness with high demand was 47.9 percent, compared to the state average of 76.2 percent.



2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 10th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	21	15	N/A	N/A	N/A	N/A
Female	23	13	N/A	N/A	N/A	N/A
Male	18	17	N/A	N/A	N/A	N/A
African American	16	*	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	12	6	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	28	20	N/A	N/A	N/A	N/A
Economically Disadvantaged	17	13	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	42	29	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	22	17	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	24	17	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	24	17	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	18	14	N/A	N/A	N/A	N/A
Homeless	14	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of all tenth-grade students scoring proficient/distinguished in math was 15 percent.
- The percentage of tenth-grade female students scoring proficient/distinguished in math was 13 percent.
- The percentage of tenth-grade male students scoring proficient/distinguished in math was 17 percent.
- The percentage of all tenth-grade students scoring proficient/distinguished in reading was 21 percent.
- The percentage of tenth-grade female students scoring proficient/distinguished in reading was 23 percent.
- The percentage of tenth-grade male students scoring proficient/distinguished in reading was 18 percent.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 11th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	N/A	N/A	*	12	20	6
Female	N/A	N/A	*	15	29	*
Male	N/A	N/A	*	*	14	3
African American	N/A	N/A	*	*	19	11
American Indian or Alaska Native	N/A	N/A	*	*	*	*
Asian	N/A	N/A	*	*	*	*
Hispanic or Latino	N/A	N/A	*	*	*	*
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	*
Two or More Races	N/A	N/A	*	*	*	*
White (non-Hispanic)	N/A	N/A	*	19	29	*
Economically Disadvantaged	N/A	N/A	*	10	19	4
Non-Economically Disadvantaged	N/A	N/A	*	19	23	*
Students with Disabilities (IEP)	N/A	N/A	*	*	*	*
Students with Disabilities/IEP Regular Assessment	N/A	N/A	*	*	*	*
Students with Disabilities/IEP with Accommodations	N/A	N/A	*	*	*	*
Alternate Assessment	N/A	N/A	*	*	*	*
Students Without IEP	N/A	N/A	*	13	21	7
English Learner Including Monitored	N/A	N/A	*	*	*	*
English Learner	N/A	N/A	*	*	*	*
Non-English Learner	N/A	N/A	*	14	23	7
Non-English Learner or Monitored	N/A	N/A	*	14	23	7
Foster Care	N/A	N/A	*	*	*	*
Gifted and Talented	N/A	N/A	*	*	*	*
Non-Gifted and Talented	N/A	N/A	*	12	19	6
Homeless	N/A	N/A	*	*	*	*
Migrant	N/A	N/A	*	*	*	*
Military Dependent	N/A	N/A	*	*	*	*

Plus

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

Delta

- The percentage of all eleventh-grade students scoring proficient/distinguished in On Demand writing was six percent.
- The percentage of eleventh-grade male students scoring proficient/distinguished in On Demand writing was three percent.
- The percentage of eleventh-grade economically disadvantaged students scoring proficient/distinguished in On Demand writing was four percent.
- The percentage of all eleventh-grade students scoring proficient/distinguished in social studies was 12 percent.
- The percentage of all eleventh-grade students scoring proficient/distinguished in editing and mechanics was 20 percent.

Schedule

Monday, February 6, 2023

Time	Event	Where	Who
4:30 p.m. – 5:30 p.m.	Principals Presentation	School	Principals Diagnostic Review Team Members
5:00 p.m. – 6:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 7, 2023

Time	Event	Where	Who
7:00 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:00 a.m. – 4:15 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	
5:00 p.m. – 7:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 8, 2023

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:30 a.m. – 3:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, February 9, 2023

Time	Event	Where	Who
7:30 a.m. – 11:15 a.m.	Final Team Work Session	School	Diagnostic Review Team Members

