



Cognia Diagnostic Review Report

Results for:
Marion C. Moore (Middle School)

January 17-20, 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)	12
Certified Staff	22
Noncertified Staff	10
Students	39
Parents	3
Total	91

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:

The Marion C. Moore (Middle School) principal established two focus areas for continuous improvement efforts: 1). a safe and supportive learning environment and 2). high expectations for teaching and learning. Information gathered from interviews, observations, artifacts, and stakeholder surveys revealed progress in building a safe and supportive learning environment. Families, students, and staff all noted the strong sense of family in the school community. Teachers and students reported that the organizational structure of having an assistant principal and guidance counselor to support each grade level was a strength. Stakeholder groups, including families, students, and staff, noted the school culture had changed over the years, so that there was now a focus on building relationships and making sure that every student had a sense of belonging and felt loved. Support staff and parent interview data indicated that the principal has been instrumental in developing the supportive culture through an open-door policy, relationships with students and staff, and responsiveness to families. The district also added school safety administrators who, according to the principal, have improved the safety of the school and strengthened organizational effectiveness.

The team also noted the incorporation of a master schedule with allocated time for the implementation of professional learning communities (PLCs) as a strength. The current master schedule allows teachers to meet by grade level and content area. Teachers commented that PLCs helped to increase collegiality and collaboration of ideas, strategies, and resources. Administrative team members also noted that walkthrough data are discussed collectively to identify trends occurring schoolwide and within grade levels. However, teacher interview data revealed that walkthroughs were inconsistent and feedback to teachers was limited.

Artifacts and interview data revealed that staff members review data from a variety of sources, including surveys, Measures of Academic Progress (MAP) assessments, common formative assessments, ThinkCERCA, and walkthroughs. The team also noted the data dashboard as an emerging strength in communicating data within the collaborative structures. To expand the effectiveness of MAP assessments, the district provided a Northwest Evaluation Association consultant to deliver ongoing training to staff to improve implementation and report utilization. The district also plans to administer Collaborative Assessments Solutions for Educators benchmark assessments in English language arts and math.

It was evident to the team that foundational steps have been made to improve organizational effectiveness, including building a supportive climate and culture, incorporating collaborative structures such as PLCs, and creating the building blocks for data analysis. However, the team noted several opportunities to expand efforts to improve student outcomes.

Data collected from observations, interviews, and artifacts revealed a limited focus on instructional effectiveness and the development of teachers to improve their professional practice. The team suggests incorporating a PLC protocol that includes the deconstruction of standards, analysis of student work, assessments to identify needs, and modification of curriculum and instruction based on data. The team also encourages the school to incorporate vertical content planning and develop common content expectations and practices using high-yield strategies to improve Tier I instruction. Additionally, observational data revealed that students were rarely engaged in rigorous coursework, discussions, and/or tasks that required the use of higher order thinking and differentiated learning



opportunities. The team suggests incorporating standards-based collaborative activities and differentiated learning opportunities into the Tier I instructional framework. To support this practice, the team suggests engaging stakeholders in ongoing professional development that increases the effectiveness of classroom instruction to meet the individual needs of students.

To support the improvement of teachers' professional practice, the team suggests incorporating continuous professional development for instructional leaders on the creation and use of walkthrough instruments to monitor and support high-yield instructional strategies; coaching and feedback; and monitoring and adjusting curriculum, instruction, and assessments to meet the needs of students.

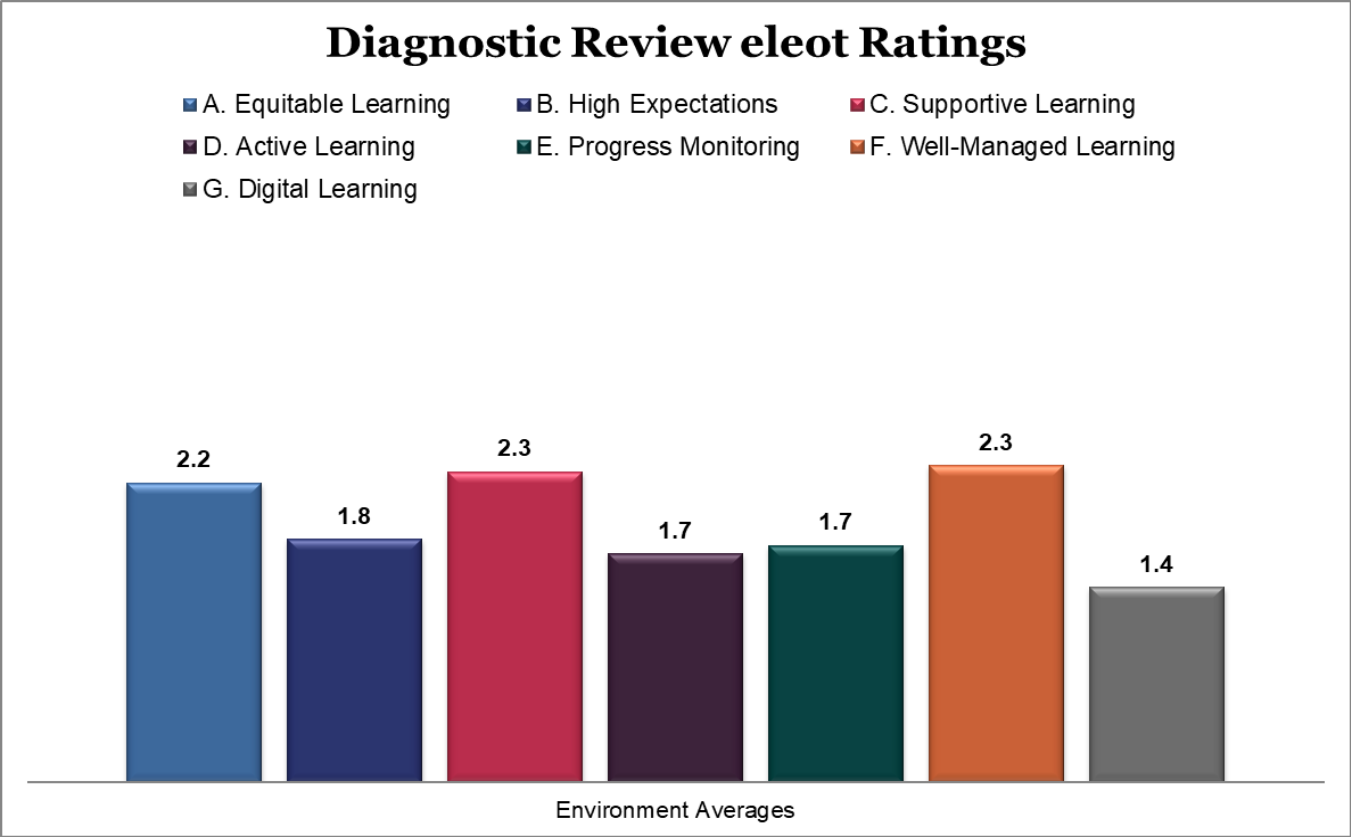
Potential Leader Actions:

- Implement a professional development plan that includes professional learning opportunities for standards deconstruction, differentiated instruction, and analysis and use of data to identify and meet the needs of students.
- Create, align, and calibrate walkthrough instruments and conduct frequent walkthroughs to monitor high-yield strategies and common instructional expectations.
- Design and implement PLC protocols to improve student outcomes.

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 34 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	71%	18%	9%	3%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	12%	32%	38%	18%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	6%	35%	38%	21%
A4	1.9	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.	44%	29%	15%	12%
Overall rating on a 4-point scale:			2.2			

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.	41%	38%	21%	0%
B2	1.7	Learners engage in activities and learning that are challenging but attainable.	47%	32%	21%	0%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	59%	21%	21%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	47%	35%	18%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	35%	35%	24%	6%
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.	26%	41%	24%	9%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	41%	24%	26%	9%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	18%	41%	32%	9%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	15%	32%	35%	18%
Overall rating on a 4-point scale:			2.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	47%	29%	21%	3%
D2	1.7	Learners make connections from content to real-life experiences.	53%	32%	9%	6%
D3	1.9	Learners are actively engaged in the learning activities.	29%	50%	21%	0%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	74%	24%	3%	0%
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	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	56%	26%	15%	3%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	41%	35%	21%	3%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	32%	53%	12%	3%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	53%	38%	9%	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	2.6	Learners speak and interact respectfully with teacher(s) and each other.	12%	38%	26%	24%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	18%	44%	21%	18%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	38%	32%	12%	18%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	29%	44%	9%	18%
Overall rating on a 4-point scale:		2.3				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	53%	29%	12%	6%
G2	1.4	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	74%	18%	3%	6%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	3%	6%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team completed 34 observations in core content classrooms. The Well-Managed Learning and Supportive Learning environments received the highest overall rating of 2.3 on a four-point scale. The team identified the Supportive Learning Environment as an area to leverage to increase student learning. For example, observational data revealed in 53 percent of classrooms it was evident/very evident that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” It was also evident/very evident in 41 percent of classrooms that “Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3).” Additionally, it was evident/very evident in 50 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).”

The team also noted areas the school could enhance to increase student achievement and instructional effectiveness. Student assignments and tasks were generally the same, and it was evident/very evident in 12 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Opportunities for students to “collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)” were evident/very evident in three percent of classrooms. It was also evident/very evident in 21 percent of classrooms that “Learners are actively engaged in the learning activities (D3).” Focusing on instructional planning and design to provide students with opportunities to collaboratively work with peers on assignments that promote high engagement and are differentiated based on students’ needs would improve student performance and behavior.

The team recognized missed learning opportunities that were challenging but attainable. For example, it was evident/very evident in 21 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or by the teacher (B1).” Furthermore, it was evident/very evident in 18 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).” It was also evident/very evident in 21 percent of classrooms that “Learners demonstrate and/or are able to describe high quality work (B3).” The team suggests that for students to attain growth and proficiency at the expected level, they will need to be provided with rigorous learning opportunities and high expectations for mastery of the content.

The team had concerns that students received limited feedback that improved student understanding and communicated their progress. If present, learning targets were rarely aligned to the standards and did not

promote mastery of identified skills. For example, in 18 percent of classrooms, it was evident/very evident that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” It was also evident/very evident in nine percent of classrooms that “Learners understand and/or are able to explain how their work is assessed (E4).”

To establish instructional and learning expectations that increase student mastery, the team encourages the school, teachers, and administrative staff, to engage in collective professional development in the area of rigorous, engaging, and differentiated learning opportunities.

Potential Leader Actions:

- Implement a Plan, Do, Study, Act (PDSA) protocol on common assessment and lesson expectations.
- Implement and monitor data-informed coaching and feedback cycles to improve teaching and learning practices.
- Implement tiered support measures for teachers and students based on identified needs.

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 common expectations and practices for Tier I instruction aligned to the Kentucky Academic Standards (KAS) using evidence-based instructional strategies.

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

Findings:

Stakeholders continuously revealed during interviews that Marion C. Moore Middle had a “Tier I problem.” It was also noted from interview data that although instructional resources were available through the district, training and school-level expectations for implementation were inconsistent. Interviews and artifacts also revealed the training provided to new teachers did not focus on establishing instructional expectations or improving teaching practices. The training focused more on classroom management. The team also noted that consistently using PLC meetings to analyze, monitor, and adjust instruction/curriculum is still in the beginning stages of the PLC protocol. The data dashboard was noted during teacher and administrative interviews and during the principal presentation. Although considerable value can be found in the information provided, it is not clear how the information is used for all students or how the information supports planning for instruction.

The observational data revealed several limitations within the Tier I structure. It was evident/very evident in 21 percent of classrooms that “learners were actively engaged in the learning activities (D3)” and that “Learners engaged in activities and learning that were challenging but attainable (B2).” In 18 percent of classrooms, it was evident/very evident that “learners engaged in rigorous coursework, discussions, and/or tasks that required the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)”, and it was evident/very evident in three percent of classrooms that “Learners collaborated with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).” Additionally, it was evident/very evident in 15 percent of classrooms that “Learners demonstrated and/or verbalized understanding of the lesson/content (E3).” Feedback to improve student understanding of the content was limited, and it was evident/very evident in 24 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).” Practices designed to meet students’ individual needs were rarely observed: it was evident/very evident in 12 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

The review of student performance data revealed that students scored below the state average on the Kentucky Summative Assessment (KSA) in all content areas. In reading, students scored below the state average in every grade level. Sixth-grade students scored 26 points below the state average, and seventh- and eighth-grade students scored 18 and 17 points below the state average, respectively. The mathematics KSA assessment had similar results. Students in sixth grade scored 26 points below the state average, and students in the seventh and eighth grades scored 22 and 12 points below, respectively.

Stakeholder survey data also revealed a concern with the level of rigor and differentiated learning opportunities for students. The data indicated that 43 percent of students surveyed agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).” Additionally, 55 percent of students surveyed agreed/absolutely agreed that in the past 30 days, “I had lessons that made me think in new ways (15)” and “I had lessons that made me want to learn new things (12).” Similarly, 58 percent of families surveyed agreed/absolutely



agreed that “In the past 30 days, my child had instruction that was changed to meet their need (15).” The data also revealed that 50 percent of educators surveyed agreed/absolutely agreed that “At my institution, we uphold high expectations for learning (12).” Additionally, student survey data revealed that 57 percent agreed/absolutely agreed that “In the past 30 days, I had the support when I needed it (18).”

Potential Leader Actions:

- Set common expectations for Tier I instruction.
- Support staff in building capacity for consistency in lesson design and delivery.
- Provide training and support to teachers on effective instructional practices for English Learner (EL) students in the mainstream classroom.
- Align the walkthrough tool to the instructional expectations and calibrate its use.
- Develop and implement a walkthrough and feedback schedule.
- Use walkthrough data to increase the instructional impact.
- Develop, gather, and utilize student survey data to determine areas of interest.

Improvement Priority 2

Establish, implement, and monitor a systems-driven continuous improvement process that includes the following: analysis of needs, goal setting, data-informed decision making, action steps, and a timeline with evaluation cycles for progress monitoring to improve organizational effectiveness.

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

Findings:

A review of the student performance data on the KSA revealed deficiencies in subgroups in addition to the overall low proficiency in each content area. Many of the subgroups represented in the Marion C. Moore Middle population had fewer than 10 percent of students performing at the proficient/distinguished levels. Four percent of the sixth-grade EL students scored proficient/distinguished in math, while five percent of seventh-grade students in the category students with disabilities/IEP [Individual Education Plan] Regular scored proficient/distinguished in reading, and eight percent of seventh-grade students in the same category scored proficient/distinguished in math. Additionally, nine percent of seventh-grade African American students scored proficient/distinguished in math on the KSA. A review of student growth on the Accessing Comprehension and Communication in English State-to-State (ACCESS) assessment showed the school had 71 percent of its EL students scoring zero compared to the state average of 66 percent.

Time was designated for PLC meetings, but artifact and interview data revealed that data was rarely and inconsistently used to plan, implement, assess, evaluate or revise instructional practices. Interviews also revealed that practices and expectations for academics and behavior varied by grade level. The incorporation of walkthroughs to monitor instructional practices is in the initial stages. The use of the walkthrough data to provide coaching and feedback to teachers that improved teaching and learning was not observed. Educator survey data revealed that 60 percent of educators agreed/absolutely agreed that "At my institution, we know and perform our jobs well (13)." It was also noted from interviews and artifacts that professional learning occurred; however, it was unclear how the professional learning opportunities correlated to the goals or how the data informed the needs of the school.

Observational data shows the need to develop, implement, and monitor instructional expectations and support to enhance teaching and learning practices. The school has incorporated digital devices into the learning environment, but it was evident/very evident in nine percent of classrooms that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." It was evident/very evident in six percent of classrooms that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)." Curriculum resources were available to staff; however, the incorporation of rigorous activities schoolwide was limited. For example, it was evident/very evident in 21 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)."

Stakeholder survey data revealed that continuous improvement efforts are minimal. It was noted that 52 percent of students agreed/absolutely agreed that "The adults try new things to improve our school (6)." Similarly, 65 percent of families agreed/absolutely agreed that "the adults are committed to trying new things to improve the school (6)" and 62 percent of educators agreed/absolutely agreed that "At my institution, we base our improvement efforts on learners' needs (5)." Educator surveys also indicated that 56 percent of educators agreed/absolutely agreed that "at my institution, we follow a process to determine the support that learners need (10)" and 52 percent of educators agreed/absolutely agreed that "At my institution, we provide an instructional environment where all learners thrive (9)."



Potential Leader Actions:

- Use existing PLC structures to ensure the implementation of the continuous improvement cycle (e.g., analyzing current data to identify needs, developing collaborative goals and commitments, reviewing progress on implementation, making adjustments as needed).
- Communicate and monitor common expectations and fidelity for the implementation of a consistent PLC protocol.
- Establish timelines and evaluation cycles for progress monitoring and feedback.
- Implement ongoing professional development to support data analysis, instructional delivery, coaching and feedback, differentiation, and instructional engagement strategies.

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 in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The Diagnostic Review Team examined evidence, conducted observations, and interviewed stakeholders. The principal has created a positive and caring climate that supports a sense of belonging and value of diversity. After obtaining the CSI designation, the principal recognized the need to refocus. With support, the principal determined the following priorities to guide turnaround efforts: 1.) safe and supportive learning environment and 2.) high expectations for teaching and learning. While initial steps for school turnaround have occurred, the team recommends support for the principal around three specific elements in the Professional Standards for Educational Leaders (PSEL) Standard 10.

A review of evidence and stakeholder interviews revealed limited use of data sources to drive a formalized decision-making process related to continuous school and classroom improvement. The Cognia Educator Survey indicated 62 percent agreed/absolutely agreed that improvement efforts are based on learners' needs (5). Evidence and stakeholder interviews support a need for the principal to hold stakeholders accountable and responsible for communicating and implementing a consistent, continuous improvement process across the organization. The principal should systematically guide the coalition of stakeholders in an evidence-based, continuous improvement model that includes the following: established priorities/goals, needs assessment analysis, triangulation of data, creating action steps for goal attainment, establishing a periodic monitoring timeline (e.g., 30-60-90-day planning), and defining timelines for communication updates (PSEL10 Element D).

A primary responsibility of the principal is to improve professional practice and growth among teaching staff with evidence-based practices. Stakeholder interviews and observations indicated a need for common instructional



practices across all grade levels and a cohesive view of learning. The principal should develop ongoing professional learning opportunities grounded in research around high-yield instructional strategies. While energy and focus have been on soft skills and non-cognitive needs, the principal should ensure that a guaranteed and viable curriculum based on the KAS is used across the organization and that protocols are established and monitored to identify instructional gaps (PSEL10 Element F).

The principal has appointed administrators in the building to collect data and build data dashboards. However, stakeholder interviews suggested a lack of clarity for what data to collect and which protocols to use for analysis. The principal needs to lead the school in the analysis and interpretation of the data to move forward. A review of evidence and stakeholder interviews revealed limited implementation of a data collection system, no formal process for teachers to report data, and limited use of data to drive a formalized decision-making process related to continuous improvement and student achievement. The principal should refine and deploy the school's PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing, collaborative creation of student-centered lessons, and analysis of data, including the next steps that will impact student achievement. The PLC design should allow for an analysis of common formative assessments, benchmarks, and unit assessments to determine instructional support for students (PSEL10 Element G).

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
Tonya Addison	Tonya Addison has served as a teacher and administrator in secondary schools for over 18 years. She currently serves as the director of teacher quality. She obtained a bachelor's degree in mathematics from Winthrop University and holds a master's degree in both curriculum and instruction and educational leadership from Nova Southeastern University.
Denva Smith	Denva Smith has over 20 years of experience in education, including as a primary grade teacher, reading recovery teacher, literacy coach, and district administrator. Denva is currently serving as an Educational Recovery Leader (ERL) for the Kentucky Department of Education (KDE) leading turnaround efforts in a Comprehensive Support and Improvement (CSI) school. Denva is certified as a trainer for Jim Shipley Systems & Associates and the National Institute for School Leadership (NISL).
Brenda Considine	Brenda Considine has 34 years of experience in public education, including 32 years in Clark County Public Schools in Kentucky. Brenda taught for 11 years before becoming an elementary school principal. After 10 years as a principal, she became the elementary instructional director and then the chief academic officer/assistant superintendent before retiring. After retirement, Brenda worked as a Title I branch manager at the Kentucky Department of Education (KDE). Brenda currently serves on various boards in her community and volunteers with Cognia.
Brian Clifford	Brian Clifford has 25 years of experience in Kentucky public education. He has taught at the elementary, middle, and high school levels. Additionally, he has 11 years of experience as a school principal. Recently, he served as a director of instruction and Title I coordinator for a Kentucky school district. Brian is currently an Educational Recovery Leader (ERL) for KDE.
Dr. Leah Barley	Dr. Leah Barley has 23 years of experience in education as a primary and intermediate teacher, literacy coach, literacy specialist, writing director, and adjunct professor. Leah currently serves as a Transformation Coach for the South Carolina Department of Education in the Office of School Transformation.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	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.	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.	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.	1
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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

Student Performance Data

School Name: Marion C. Moore (Middle School)

2021-22 Kentucky Summative Assessment Middle School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	18	44
	7	25	43
	8	27	44
Math	6	12	38
	7	16	38
	8	24	36
Science	7	7	22
Social Studies	8	21	36
Editing and Mechanics	8	27	46
On-Demand Writing	8	19	38

Plus

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

Delta

- Students performed below the state average in every content area and at every grade level.

English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	71	66
Percent Score of 60-80	20	22
Percent Score of 100	6	8
Percent Score of 140	3	2

Plus

- Three percent of English Learner (EL) students received a score of 140 points for progress on the ACCESS assessment in 2021-22, which was higher than the state average of two percent.

Delta

- Seventy-one percent of EL students received a percent score of 0 points on the ACCESS assessment, which was higher than the state average of 66 percent.

2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished 6th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	18	12	N/A	N/A	N/A	N/A
Female	19	*	N/A	N/A	N/A	N/A
Male	18	14	N/A	N/A	N/A	N/A
African American	11	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	20	21	N/A	N/A	N/A	N/A
Hispanic or Latino	23	11	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	13	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	23	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	18	11	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	20	16	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	20	13	N/A	N/A	N/A	N/A
English Learner Including Monitored	15	7	N/A	N/A	N/A	N/A
English Learner	*	4	N/A	N/A	N/A	N/A
Non-English Learner	22	14	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	20	14	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	11	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentages of sixth-grade students in all subgroups scoring proficient/distinguished in all content areas were below the state average.
- Eleven percent of African American students scored proficient/distinguished on the 2021-22 KSA in reading, compared to 23 percent of their Hispanic or Latino and white non-Hispanic peers scoring proficient/distinguished.

2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished 7th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	25	16	7	N/A	N/A	N/A
Female	26	15	5	N/A	N/A	N/A
Male	23	18	8	N/A	N/A	N/A
African American	*	9	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	32	26	21	N/A	N/A	N/A
Hispanic or Latino	31	22	9	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	28	19	*	N/A	N/A	N/A
Economically Disadvantaged	25	17	7	N/A	N/A	N/A
Non-Economically Disadvantaged	25	15	*	N/A	N/A	N/A
Students with Disabilities (IEP)	7	10	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	5	8	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	6	6	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	27	17	6	N/A	N/A	N/A
English Learner Including Monitored	19	*	*	N/A	N/A	N/A
English Learner	11	*	*	N/A	N/A	N/A
Non-English Learner	28	18	8	N/A	N/A	N/A
Non-English Learner or Monitored	27	17	8	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	23	15	8	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- The percentage of seventh-grade students in subgroup categories scoring proficient/distinguished in all assessed content was below state average.
- Eleven percent of seventh-grade EL students scored proficient/distinguished in reading, compared to 28 percent of their non-EL peers.
- Seven percent of economically disadvantaged seventh-grade students scored proficient/distinguished in science, compared to 21 percent of their Asian peers.



2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished 8th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	27	24	N/A	21	27	19
Female	29	25	N/A	23	31	24
Male	25	24	N/A	20	22	15
African American	15	17	N/A	11	20	14
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	29	26	N/A	23	27	21
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	40	36	N/A	31	31	*
White (non-Hispanic)	39	31	N/A	31	36	24
Economically Disadvantaged	23	22	N/A	20	23	16
Non-Economically Disadvantaged	41	31	N/A	26	43	31
Students with Disabilities (IEP)	11	*	N/A	9	*	*
Students with Disabilities/IEP Regular Assessment	6	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	8	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	28	26	N/A	23	29	21
English Learner Including Monitored	*	*	N/A	*	8	*
English Learner	*	*	N/A	*	8	*
Non-English Learner	30	28	N/A	24	30	21
Non-English Learner or Monitored	30	28	N/A	24	30	22
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	27	24	N/A	21	27	19
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- The percentage of eighth-grade students in subgroup categories scoring proficient/distinguished in all assessed content was below state average.
- Fifteen percent of African American eighth-grade students scored proficient/distinguished in reading, compared to 40 percent of their peers in two or more races and 39 percent of their white or non-Hispanic peers.
- Seventeen percent of African American eighth-grade students scored proficient/distinguished in math, compared to 36 percent of their peers in two or more races and 31 percent of their white or non-Hispanic peers.
- Twenty-three percent of economically disadvantaged eighth-grade students scored proficient/distinguished in reading, compared to 40 percent of the non-economically disadvantaged population.
- Twenty-three percent of economically disadvantaged eighth-grade students scored proficient in editing and mechanics, compared to 43 percent of non-economically disadvantaged students.



Schedule

Tuesday, January 17, 2023

Time	Event	Where	Who
2:00 p.m. – 3:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Principal Presentation	Marion C. Moore	Diagnostic Review Team Members and Principal

Wednesday, January 18, 2023

Time	Event	Where	Who
6:30 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

Thursday, January 19, 2023

Time	Event	Where	Who
6:30 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

Friday, January 20, 2023

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

