



# Cognia Diagnostic Review Report

**Results for:  
Newport High School  
(Middle Grades 7-8)**

January 30-February 2, 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	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	19
Noncertified Staff	2
Students	84
Parents	5
Total	119

## 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 school has had considerable leadership changes over the past several years. The current leader became principal in July 2022. During his time at Newport High School, he has implemented systems, processes, and procedures to address behavior issues and academic deficiencies. During his interview, the principal indicated that he has a strong desire to create "an institution of learning where students could be successful." During the principal's overview presentation, he described four initiatives: 1) professional learning communities (PLC), 2) Positive Behavioral Interventions and Supports (PBIS), 3) Response to Intervention (RtI), and 4) culturally responsive teaching; these were priority directives from the district. These initiatives have been implemented to varying degrees.

A review of evidence provided by the school and interview data showed that PLC meetings are held twice weekly. Educators reported that the PLC process is not embedded into the school culture. Stakeholders indicated that PLCs are inconsistently implemented across groups. In addition, teachers need time and guidance to learn the new PLC process. During interviews, stakeholders shared that the district provided new textbooks this year that will help teachers develop lessons. School leadership indicated the textbooks should serve as the basis for instruction and that teachers have some autonomy in instructional decisions as long as the content aligns with the Kentucky Academic Standards (KAS). However, during interviews, teachers reported having little autonomy to change the materials used to meet the needs of students or provide instruction that effectively prepares students for the Kentucky Summative Assessment (KSA). The Diagnostic Review Team observed that the implementation of PLCs was a means to hold teachers accountable and provide some collaboration time; however, the team found that expectations for PLCs (e.g., process, protocol) were in the early stage of implementation.

The principal indicated the PBIS program has been implemented, and evidence provided by the school showed a framework and schedule for the initiative. However, the Diagnostic Review Team observed the inconsistent implementation of PBIS across the school. Observation data indicated that most students were compliant, and few classroom disruptions were observed. Many students chose not to participate in lessons. Most of these behaviors were not addressed by teachers, and the team did not observe educators using positive behavioral interventions. Stakeholder interviews revealed that behavior has improved since last year, and most agreed that the school is focusing on classroom behavior to improve teaching and learning. Furthermore, stakeholders concurred that they need additional support and training in implementing PBIS. The team found compliant students in classrooms, but they also observed many who were not engaged in the learning activities.

An RtI system was established to address the high number of students not meeting reading and math proficiency on KSA. The school has implemented programs (i.e., IXI, Reading Plus, Read 180) to provide additional intervention in reading and math. The team reviewed the evidence that showed the school had modified the master schedule to provide dedicated time to implement RtI.

Educator interviews indicated that the culturally responsive teaching initiative exists in name only. During interviews, educators consistently mentioned that while they know the term RtI, they are unable to define what

it means or what implementation looks like. Additionally, the team found no evidence suggesting that culturally responsive teaching is being implemented.

Faculty and staff are highly visible and monitor students in the hallways, cafeteria, and common areas. Teachers stand at their doors between class transitions, and monitors are located at restroom entrances. Students indicated that they feel safe at school and that fights have decreased drastically. Students also remarked that things are stricter this year. The implementation of the Behavior Intervention Class and Pathways has decreased student misbehaviors, but student referrals remain an issue. The principal provided the team with evidence showing that staff members, on average, wrote 215 student behavior referrals each month from August 2022 to December 2022. The quantity of referrals concerned the team. Interview data indicated that most referrals were considered classroom-management behaviors. Despite the large number of discipline referrals, interviews revealed most of the faculty and staff members perceived the school to be moving in the right direction and that the changes that had been implemented this year have positively impacted student behavior.

The principal indicated the school is promoting student leadership and voice through a newly formed student council. Students said they wanted the school to provide more activities and clubs. Student, parent, and educator interviews revealed they want more positive options for students. Evidence provided by the school showed that selected students with academic prowess can participate in the Young Scholars Program (YSA). The YSA is a dual enrollment program for students to earn dual credit at Northern Kentucky University.

The Diagnostic Review Team observed that the school was clean and orderly, and the staff and students were welcoming. Stakeholders reported that they feel safe at school. The team observed that the environment was conducive to learning. Additionally, the school's Youth Services Center (YSC) addresses students' needs. Interview data indicated that changes made at the school have positively impacted the culture. Adults in the building genuinely care about the wellbeing of students. All stakeholders indicated that they want the school to improve.

#### **Potential Leader Actions:**

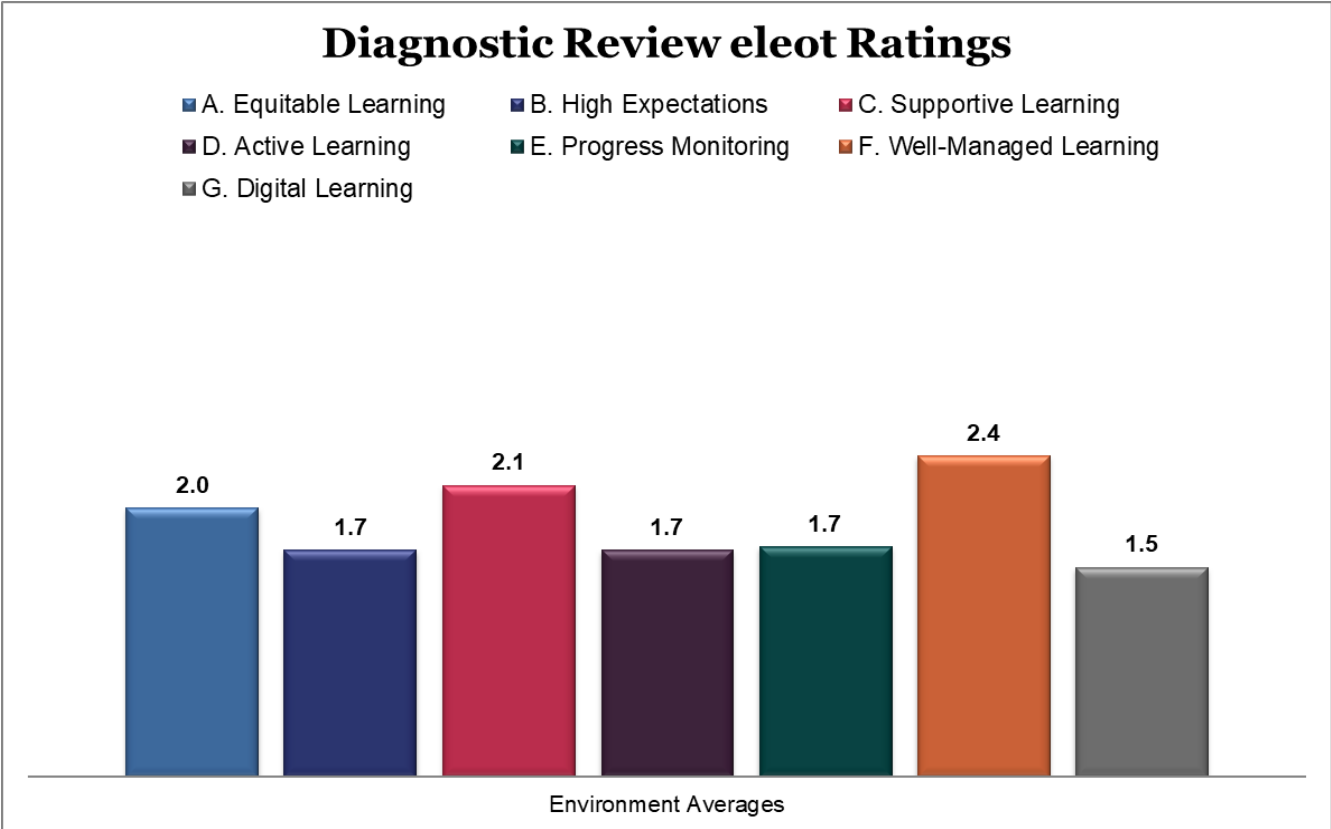
- Develop, implement, and monitor a plan to build staff capacity in school initiatives identified by the principal.
- Ensure that school policies, practices, and processes support these key initiatives.
- Ensure school initiatives are embedded in school policies, practices, and processes.
- Focus on creating a culture of high expectations and learner-centered practices to improve student outcomes on the KSA.



# 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 21 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.	81%	10%	10%	0%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	33%	62%	5%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	14%	14%	67%	5%
A4	1.3	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.	76%	19%	5%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.0</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	43%	57%	0%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	19%	57%	24%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	67%	33%	0%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	29%	57%	14%	0%
B5	1.5	Learners take responsibility for and are self-directed in their learning.	57%	33%	10%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.7</b>			

<b>C. Supportive Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	29%	38%	33%	0%
C2	1.7	Learners take risks in learning (without fear of negative feedback).	52%	24%	24%	0%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	14%	48%	38%	0%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	14%	29%	43%	14%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

<b>D. Active Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
D1	1.5	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	52%	48%	0%	0%
D2	1.7	Learners make connections from content to real-life experiences.	48%	33%	19%	0%
D3	2.1	Learners are actively engaged in the learning activities.	10%	67%	24%	0%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	67%	33%	0%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.7</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	62%	33%	5%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	29%	52%	19%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	29%	52%	19%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	52%	43%	5%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.7</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	14%	33%	43%	10%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	19%	19%	52%	10%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	33%	14%	43%	10%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	19%	52%	24%	5%
<b>Overall rating on a 4-point scale:</b>			<b>2.4</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	2.1	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	33%	24%	43%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	71%	24%	5%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	10%	5%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.5</b>				

## eleot Narrative

The Diagnostic Review Team conducted 21 observations in core content classrooms using the eleot tool. The team observed smooth transitions between classes with no incidents identified. Administrators, security staff, and teachers monitored hallways during the transitions between classes.

While students were helpful and polite to the team in locating and accessing classrooms, observational data showed that it was evident/very evident in 62 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." The team also noted, most students were compliant; however, some students chose not to engage in the lesson, and others had their head on their desks. It was evident/very evident in 29 percent of classrooms that class time was used "purposefully with minimal wasted time or disruptions (F4)."

The Equitable Learning Environment earned an overall rating of 2.0. It was evident/very evident in 72 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." Additionally, in 67 percent of classrooms, it was evident/very evident that "Learners have equal access to classroom discussions, activities, resources, technology, and support (A2)." During interviews, students said that most staff members were friendly and treated them with respect. Further, students reported that they have opportunities to access resources and support at the school.

While the Supportive Learning Environment scored 2.1 and was the second highest rated learning environment, the team identified that relationships between students and teachers differed across the school. The team observed that it was evident/very evident in 57 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." Also, learners who "take risks in learning (without fear of negative feedback) (C2)" were evident/very evident in 24 percent of classrooms. Students noted that the social aspect of the school was what drew them to attend Newport High. Some students expressed a need for the school to offer more real-life opportunities and college and career pathways. The leadership team members said that they provided needed support to students but noted that the school needs to increase its academic expectations.

The High Expectations for Learning and Active Learning Environments were rated at 1.7, indicating that these are areas for growth. Learners who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" and "demonstrate and/or are able to describe high quality work (B3)" were evident/very evident in zero percent of classrooms. Additionally, it was evident/very evident in 10 percent of

classrooms that "Learners take responsibility for and are self-directed in their learning (B5)." The team did not observe students contributing to learning or teachers providing tips on study, time management, literacy (including written), or organizational skills. Students reported that the school provided them with laptops for both home and school use; however, the team observed most students used digital tools to access classroom content and complete electronic worksheets. For example, learners who use digital tools/technology to "communicate and work collaboratively for learning (G3)" and "conduct research, solve problems, and/or create original works for learning(G2)" were evident/very evident in five percent of classrooms. In most classrooms, the team observed students compliantly completing learning tasks. For instance, learners who "collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" and engage in "discussions/dialogues/exchanges with each other and teacher predominate (D1)" were evident/very evident in zero percent of classrooms. Student interviews revealed few classrooms provided opportunities for students to collaborate with peers.

The Progress Monitoring and Feedback Learning Environment emerged as an area that needs improvement. It was evident/very evident in five percent of classrooms, for example, that "learners understand and/or are able to explain how their work is assessed (E4)" and "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." The team observed a few instances of students summarizing learning, reflecting on their work, or revising work during class time. Interviews revealed that in many classrooms students completed exit slips. However, students could not explain the purpose of the exit slips, and the team did not observe this practice.

## Potential Leader Actions:

- Schedule collaborative opportunities for both district- and school-based resource coaches to provide professional learning sessions and classroom coaching for staff members to ensure high academic expectations and active student engagement.
- Leverage students' access to digital tools to increase research and collaborative activities and complement the school's many skills-based programs.
- Develop a student progress-monitoring system using multiple forms of assessment data (e.g., formative, benchmark) to monitor and support student 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 continuous improvement process to ensure that teaching and learning are aligned to the KAS.

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

### Findings:

Newport High School's 2021-22 student performance data showed the percentage of females scoring proficient/distinguished in seventh-grade reading was 28 percent; however, the seventh-grade male student data for reading were suppressed. In math, 23 percent of seventh-grade females scored proficient/distinguished. Student performance data for males in the same grade level were suppressed. In eighth-grade reading, 30 percent of females and 22 percent of males scored proficient/distinguished. Eighth-grade math assessment data for females were suppressed, but eighth-grade males scored 24 percent proficient/distinguished.

Fifty-eight percent of eighth-grade Hispanic/Latino students scored proficient/distinguished in reading, which was above the state average of 44 percent. Conversely, the all students group scored 26 percent proficient/distinguished in reading, compared to the 44 percent state average. Furthermore, the percentage of Hispanic/Latino students scoring proficient/distinguished in reading, math, and social studies was greater than the all students group. The percentage of African American students scoring proficient/distinguished in social studies and reading was lower than the all students group.

Classroom observations showed that learners' "discussions/dialogues/exchanges with each other and teacher predominate (D1)" were evident/very evident in zero percent of classrooms. The team occasionally observed students with their heads down on their desks or not engaged in learning. In most classrooms, instruction was whole group with students working independently on laptops to complete electronic worksheets. Observational data showed a lack of student collaboration. In zero percent of classrooms, it was evident/very evident that learners "collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)." Teacher talk dominated in most classrooms, and the team observed few instances of dialogue among students. The team found that students were compliant and well behaved.

When asked about their understanding of the lesson or the success criteria, most students could not articulate what they were learning or how they were being evaluated on their learning. Also, it was evident/very evident in 19 percent of classrooms that "Learners demonstrate and/or verbalize understanding of the lesson/content (E3)." Moreover, student interview data revealed that some students expressed that they felt uncomfortable seeking help or asking questions in class, and students reported that they rarely receive feedback from teachers. When asked, many students had difficulty articulating their understanding of instructional content.

School leadership has instituted many programs and processes this school year in an effort to improve the learning environment and begin the continuous improvement process. For example, a PLC initiative requires teachers to meet twice weekly, and a PLC protocol was established and recently implemented to facilitate work in their collegial groups. However, stakeholders shared varied experiences with their PLC groups. For instance, some teachers described their PLC as a time to use assessment data (e.g., IXL, Reading Plus) to decide what to reteach, brainstorm solutions to challenge students, and meet students' needs. Other teachers revealed that their

PLC time is not collaborative or data driven. Interview data indicated that confusion existed among teachers about their PLC protocol and composition, which impeded work being accomplished during the allotted time. Leadership confirmed the need for training and said it is a work in progress. A review of evidence provided by the school showed a PLC schedule and protocol; however, the team found no evidence to support how the data were used to drive instruction. The PLC process was in its infancy and not embedded with consistency and fidelity into school norms.

Implementing an Rtl program with fidelity was a focal point for the school this year. According to stakeholders, in previous school years, Rtl was not effective or occurring consistently. The Rtl schedule was reviewed by the team and showed the school's master schedule had been adjusted to include instructional time for Rtl. Interview data revealed that during Rtl many teachers met with students who were identified via the Measures of Academic Progress (MAP) and College Equipped Readiness Tool data. Also, interview data showed that teachers were using programs provided by the school to assist students. Some teachers reported being reliant upon programs (e.g., IXL, Reading Plus) to teach students content when they were not confident in their abilities in that subject area. While interview data indicated that students were improving as a result of Rtl, the team was unable to verify this improvement through available assessment data. In addition, when asked, many educators had difficulty explaining how data are used to improve instruction and provide targeted interventions to students. Additionally, although the data sources are used to place students in targeted interventions, stakeholders could not explain the cycle for reviewing the effectiveness of interventions.

### **Potential Leader Actions:**

- Implement a continuous improvement cycle, including a feedback loop, to ensure school programs (e.g., PLCs, Rtl) are effectively and consistently implemented with quality and fidelity to meet all students' needs.
- Strengthen the instructional capacity of staff (e.g., administrators, teachers, support staff) through targeted training, coaching, and mentoring on high-yield instructional strategies that actively engage students in their learning.

## Improvement Priority 2

Develop, implement, and monitor an instructional framework, which clearly articulates expectations for lesson design, instructional delivery, and assessment of student learning.

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

### Findings:

Student performance data, as detailed in the appendix and discussed previously in this report, revealed that seventh- and eighth-grade students performed below the state average in all reported areas on the 2021-22 KSA. Reading performance results showed 19 percent of all students in seventh grade scored proficient/distinguished, while the state average was 43 percent. Similarly, student performance showed 26 percent of all students in eighth grade scored proficient/distinguished in reading, while the state average was 44 percent. In mathematics, 19 percent of seventh-grade students scored proficient/distinguished, compared to the state average of 38 percent. Eighteen percent of eighth-grade students scored proficient/distinguished in math, compared to the state average of 36 percent.

Classroom observational data indicated a lack of high expectations in the core content classes. 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 zero percent of classrooms. Additionally, learners who "demonstrate and/or are able to describe high quality work (B3)" were evident/very evident in zero percent of classrooms. Educator interviews revealed that instructional coaches are helping teachers establish high expectations for students. Interview data revealed teachers rarely adjust instruction to meet students' individual needs. Additionally, the team noted during formal and informal observations that few teachers implemented learner-centered instructional practices, provided rigorous instruction, or established high academic expectations.

It was also evident/very evident in five percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." When asked, zero percent of students were able to articulate how their work was assessed. Some students referred to the school's learning platform, Google Classroom or Infinite Campus, as a means to see grades for their assignments. Student interview data indicated that students often have to ask for information about their assignments. Students reported that teachers rarely provide feedback. Students also indicated that few teachers allow them to retake assessments to demonstrate mastery.

In addition, family surveys indicated that the school's academic expectations are not high; only 53 percent of families agreed/absolutely agreed on surveys that "adults have high expectations for learning (10)." Consequently, survey data also showed that 51 percent of educators agreed/absolutely agreed that "at my institution, we uphold high expectations for learners (12)" and only 44 percent of educators agreed/absolutely agreed that "At my institution, we provide an instructional environment where all learners thrive (9)."

Finally, classroom observational data revealed a lack of student engagement in the learning activities as it was evident/very evident in 24 percent of classrooms that "Learners are actively engaged in the learning activities (D3)." Educator interviews indicated that leadership had an expectation that staff members would collaboratively review and analyze student performance; however, the team found that stakeholders lacked understanding of and knowledge about high-level student engagement. For example, evidence provided by the school showed a unit plan as evidence for standard 21. However, an analysis of the plan showed the "student engagement" category of the plan had students "follow along and annotate the passage as it is being modeled" for eight out of 15 days. While the school provided the team with walkthrough and PLC meeting schedules, the team found no evidence that teachers analyze data and use findings to inform instruction and increase relevancy and rigor. Few engaging activities to motivate students to want to learn were observed. Also, student interview data confirmed the lack of student engagement. Students reported that they need different ways to learn rather than everyone doing the same lesson. Others shared that science was a favorite class because of the projects. Students reported that they rarely worked collaboratively with their peers and that most instruction was to the whole group. Also, students said



they seldom had opportunities to advance to the next level when they mastered the content; rather, they reported that all students moved to the next lesson at the same time. Similarly, parents remarked that the school would be better if it could meet the needs of all students.

Survey data also supported the need for the school to increase academic expectations, as 39 percent of students indicated they agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)" and 43 percent of families agreed/absolutely agreed that "my child had instruction that was changed to meet their needs (15)." Classroom observations revealed that most teachers used whole group strategies while using computer-aided instruction. Little differentiation of content or skills was observed. Moreover, observational data showed that students typically engaged in low-level cognitive tasks, that teacher probing was at the recall level, and that teachers seldom asked students to respond to higher order thinking questions.

## Potential Leader Actions:

- Establish schoolwide norms, based on research, that embed high expectations and student engagement into instruction.
- Establish a walkthrough process (e.g., generate data, analyze data, use findings to improve instruction) that includes instructional feedback to teachers and requires administrators and district- and school-based coaches to be in classrooms frequently to increase student engagement and rigor.
- Calibrate the walkthrough process to ensure the instructional team is congruent in their feedback and assistance to teachers.
- Analyze walkthrough data and identify professional learning activities needed to increase instructional capacity and student performance.
- Leverage the newly formed PLC structure to provide faculty with explicit training to increase academic expectations and provide learner-centered instruction that promotes student engagement.
- Schedule collaborative opportunities for district- and school-based resource coaches to train and provide individual classroom coaching for staff based on implementing the instructional expectations.

## 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 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 has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal has demonstrated a commitment to improving outcomes at Newport High School. To lead the school changes, the principal has an experienced administrative team to influence academic progress and improve the school's culture and climate. One of the first major changes the principal instituted during his tenure was creating an effective master schedule with daily RtI/enrichment to meet the individual academic needs of students. Using feedback from stakeholders about the previous year's behavior plan, the principal emphasized holding students accountable for their conduct through the creation of a new PBIS system. The team encourages the principal to ensure that student behavior expectations are clearly understood by all stakeholders and that everyone continues to hold high expectations for student conduct.

The district has created four focus areas for improvement: PLCs, PBIS, RtI/MTSS (Multi-Tiered System of Supports), and culturally responsive teaching. The principal has focused the school's improvement efforts on these four areas.

The school leadership team has revised the PLC protocol this school year to emphasize data analysis and collegial conversations among teacher groups. Several teachers said PLCs have improved since the previous school year and that while the process is new and not consistently implemented, they recognize the opportunity to build their capacity for analyzing and responding to student assessment data. Educators also reported that the student assessment data from PLCs are used to create RtI and MTSS intervention groups. Educator survey data indicated that 71 percent agreed/absolutely agreed with the statement, "In the past 30 days, I followed a process where I tried and assessed different strategies to improve my practice (23)." Additionally, survey data indicated





that 78 percent of educators agreed/absolutely agreed with the statement, "In the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)." Both educator survey items corroborated interview data, indicating that changes to the PLC system provide an opportunity to improve teachers' instructional practices.

Stakeholder interviews indicated support for the principal's leadership and school initiatives to improve the conditions at Newport High. A variety of stakeholders revealed that things are going in the right direction and expressed hope for greater changes at the school. Student interviews also revealed that overall conditions are more stable in comparison to the previous school year. One change this school year is that the school has acquired a multitude of programs and resources to increase teacher instructional capacity and improve student learning outcomes. In addition, the principal indicated that his vision is to improve student attendance, increase school pride, and increase student accountability. The principal has convened the student council to solicit feedback about student experiences and brainstorm opportunities to increase school pride. Stakeholder interview data indicated that students did not fully understand expectations for behavior and that this lack of clarity has created confusion among stakeholders. Moving forward, the principal is encouraged to communicate a clear vision for improvement that includes outlined academic and behavior expectations for students and coherent instructional expectations and resource use for teachers.

# 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
<b>William R. Gordon II</b>	Dr. William Gordon (Bill) has over 33 years of experience as a teacher, principal, area superintendent, and chief operations officer in K-12 public education in Florida. He is currently a lecturer at the University of Central Florida in the Department of Educational Leadership. He is a member of the 3 <sup>rd</sup> Education Class of Leadership Florida, which is the state's most respected non-partisan convener of leaders on critical issues facing Florida's future.
<b>Deloreon Burton</b>	Deloreon Burton has over 12 years of experience as a teacher and administrator in K-12. He is currently an Educational Recovery Leader/Liaison for the Kentucky Department of Education (KDE). In that role, he facilitates turnaround work and activities with principals, district leaders, and Educational Recovery Staff. He collaborates with numerous stakeholders to build effective systems to support CSI schools. Before joining KDE, Deloreon was a teacher and administrator in Louisville, Kentucky.
<b>Jaynae Boeteng</b>	Jaynae Boateng is an experienced educator with 29 years in various roles, including elementary teacher, assistant principal, middle and high school principal, and a Title I consultant with the Kentucky Department of Education (KDE). She is currently serving as an Educational Recovery Leader (ERL) with the KDE, where she is assigned to a CSI school in Jefferson County, Kentucky. Her role is to activate people's agency for change and equip them with the ability to make those changes through training, coaching, mentoring, and consulting.
<b>Catrina McDermott</b>	Catrina McDermott has 22 years of experience in public education in diverse roles. She has served as a grant director, teacher, curriculum coach, and principal throughout her tenure. Mrs. McDermott currently serves as PK-12 principal in a small independent school district in southeastern Kentucky. In addition, Catrina also serves as the convener of the local Community Literacy Committee and sits on the Kentucky Department of Education's Principal Advisory Council.



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

## Key Characteristic 2: Leadership for Learning

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

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

## 2021 Kentucky Summative Assessment (KSA) Middle School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	7	19	43
	8	26	44
Math	7	19	38
	8	18	36
Science	7	*	22
Social Studies	8	13	36
Editing and Mechanics	8	18	46
On Demand Writing	8	*	38

Plus

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

Delta

- The percentage of students who scored proficient/distinguished in 2021-22 was below the state average in reading, math, social studies, and editing and mechanics in all grade levels.

## Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	*	66
Percent Score of 60-80	*	22
Percent Score of 100	*	8
Percent Score of 140	*	2

Plus

- Student performance level data for middle school English learners (ELs) were suppressed for public reporting.

Delta

- Student performance level data for middle school ELs were suppressed for public reporting.

## 2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 7th

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	19	19	*	N/A	N/A	N/A
Female	28	23	*	N/A	N/A	N/A
Male	*	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	21	26	*	N/A	N/A	N/A
Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	40	64	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	21	21	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	20	20	*	N/A	N/A	N/A
Non-English Learner or Monitored	20	18	*	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	18	19	*	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 percentage of female students scoring proficient/distinguished in reading and math was greater than the percentage for all students.
- The percentage of non-economically disadvantaged students scoring proficient/distinguished was greater than the percentage for all students.

### Delta

- The percentages were not low enough to qualify for a delta.

## 2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 8th

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	26	18	N/A	13	18	*
Female	30	*	N/A	14	18	*
Male	22	24	N/A	12	*	*
African American	15	*	N/A	12	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	58	31	N/A	25	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	28	*	N/A	15	21	*
Economically Disadvantaged	24	15	N/A	11	*	*
Non-Economically Disadvantaged	*	*	N/A	*	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	31	21	N/A	15	23	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	27	18	N/A	13	18	*
Non-English Learner or Monitored	27	18	N/A	13	18	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	26	*	N/A	12	18	*
Homeless	33	*	N/A	20	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

### Plus

- The percentage of Hispanic or Latino students scoring proficient/distinguished in reading, math, and social studies was greater than the percentage for all students.
- The percentage of students without IEP (Individual Learning Plan) scoring proficient/distinguished in reading, math, social studies, and editing and mechanics was greater than the percentage for all students.

### Delta

- The percentage of African American students scoring proficient/distinguished in reading and social studies was lower than the percentage for all students.



# Schedule

## Monday, January 30, 2023

Time	Event	Where	Who
4:00 PM	Principal Meeting	Hotel Conference Room	Principal/ Team / Diagnostic Review Members
5:00 – 8:00 PM	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, January 31, 2023

Time	Event	Where	Who
7:20 – 7:30 AM	Team Arrives at Newport High School	School Office	Diagnostic Review Team Members
7:45 – 3:30 PM	Classroom Observations / Stakeholder Interviews / Artifact Review	School Office	Diagnostic Review Team Members
3:30 – 4:00 PM	Team Returns to Hotel	Transit to hotel	Diagnostic Review Team Members
4:30 – 9:00 PM	Team Dinner and Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, February 1, 2023

Time	Event	Where	Who
7:20 – 7:30 AM	Team Arrives at Newport High School	School Office	Diagnostic Review Team Members
7:45 – 3:30 PM	Classroom Observations / Stakeholder Interviews / Artifact Review	School Office	Diagnostic Review Team Members
3:30 – 4:00 PM	Team Returns to Hotel	Transit to hotel	Diagnostic Review Team Members
4:30 – 9:00 PM	Team Dinner and Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, February 2, 2023

Time	Event	Where	Who
8:00 – 12:00 PM	Final Team Work Session Held at Newport High School	School Office	Diagnostic Review Team Members