



Cognia Diagnostic Review Report

Results for:
Western High

December 5 - 8, 2022

Table of Contents

Introduction	2
Performance Standards Evaluation	2
Insights from the Review	3
Potential Leader Actions:.....	4
Effective Learning Environments Observation Tool (eleot) Results	5
eleot Narrative	9
Potential Leader Actions:.....	10
Improvement Priorities	11
Improvement Priority 1	11
Potential Leader Actions:.....	12
Improvement Priority 2	13
Potential Leader Actions:.....	14
Your Next Steps	15
Principal Capacity in Diagnostic Review	16
Team Roster	17
Appendix	18
Cognia Performance Standards Ratings	18
Key Characteristic 1: Culture of Learning.....	18
Key Characteristic 2: Leadership for Learning	20
Key Characteristic 3: Engagement of Learning.....	22
Key Characteristic 4: Growth in Learning.....	24
Student Performance Data.....	27
Schedule	31

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	3
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	19
Noncertified Staff	11
Students	36
Parents	5
Total	86

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 current leader became principal in July 2022. In this short time, the principal has effectively addressed and improved the school culture. During the school overview presentation, the principal demonstrated a sense of urgency to address the schedule and instructional expectations to increase student learning, engagement, and safety. Leadership is highly visible throughout the school day and has added additional security personnel to monitor the hallways, stairways, and cafeteria. Interviews, classroom observations, and document reviews indicated that leadership is taking steps to provide a safe environment for students and staff. The school has adopted the Positive Behavior Interventions and Supports (PBIS) model to provide a framework for behavior expectations. The Western High School Positive Behavior Interventions and Supports (PBIS) School Wide Expectations document provides explicit expectations related to student behavior; however, evidence did not support that the included behavioral expectations are being implemented or enforced.

From August 2022 to present, the school has implemented four master schedule changes. Changes were made to address safety issues during the lunch schedule and create opportunities for special education teachers to benefit from the professional learning community (PLC) structure. The existing schedule now provides an additional lunch block to decrease the number of students in the cafeteria during each lunch period. Conversations with students and adults confirmed that the change has been effective in making them feel safer and has increased the number of students being fed. Also, the current schedule provides additional time during the school day to address student learning needs. Staff who currently have planning time during the extended block are assigned additional duties to address individual student needs while maintaining their standard preparation time.

Leadership has established expectations that focus on teaching and learning. The schedule contains common planning times for teachers. Faculty and staff are expected to meet in their PLCs to analyze, plan, and address student learning. The school has invested in the "PLC at Work" professional development through a partnership with Solution Tree to support implementation and onsite coaching. Additional staff (e.g., instructional coaches, security, leadership coaches) have been added this year to provide support to faculty and students. Instructional resource coaches participate in the PLCs in addition to planning and delivering professional development; however, faculty and staff shared that resource coaches do not provide instructional support in the classroom.

The school has a Comprehensive School Improvement and Turnaround Plan. This plan was developed during the 2021-22 academic year under the leadership of the former principal. It was designed to be a three-year plan to address improvement priorities provided through a previous Diagnostic Review. Current leadership continues to develop and implement actions included in the existing plan. The school is intentionally focused on improving teaching and learning through their PLC meetings, and faculty and staff are committed to these collaborative opportunities. The principal has added instructional coaching staff and reassigned assistant principals to address and lead continuous improvement efforts. PLCs meet at least weekly to analyze student performance, behavior, and attendance data. PLC work focuses on defining literacy to improve critical thinking and numeracy. Instructional planning alignment is ensured through the Racial Equity Tool (ARE). While the PLC structure



provides the expectation that staff collaboratively review and analyze student performance, evidence did not indicate that there is an expectation or focus on practices designed to promote student engagement.

Staff members have opportunities for leadership through committee development. The principal has established an administrative team that meets regularly to address academic, safety, and non-academic needs for students, staff, and leadership. Administrative team members have been assigned duties in areas such as safety, instructional expectations, student engagement, and committee work. The instructional leadership team includes administrators, faculty, and staff and is responsible for designing, communicating, implementing, and monitoring instructional expectations and the impact on student learning. Other committees focus on promoting student leadership, raising school spirit and pride, increasing parent involvement, and being proactive to the emotional and social needs of students.

School leadership, faculty, and staff have refined and realigned the data management system to support school improvement. The Principal's Commitment Calendar provides clarity for regular meeting times for all stakeholders. The administrative team has also developed a walkthrough schedule. Walkthrough data are used to identify teachers' professional development needs and provide direction for the PLC meetings and/or departments. The administrative team has refined the walkthrough tool to reflect the school's current walkthrough focus on literacy.

Continuous improvement efforts focus on ensuring that staff members include the Racial Equity Tool information to address student needs. Additional tools and structures that are being used to address improvement efforts include a Career Technical Education End of Program tracking system, a Student Acceleration Plan, and credit recovery data.

Potential Leader Actions:

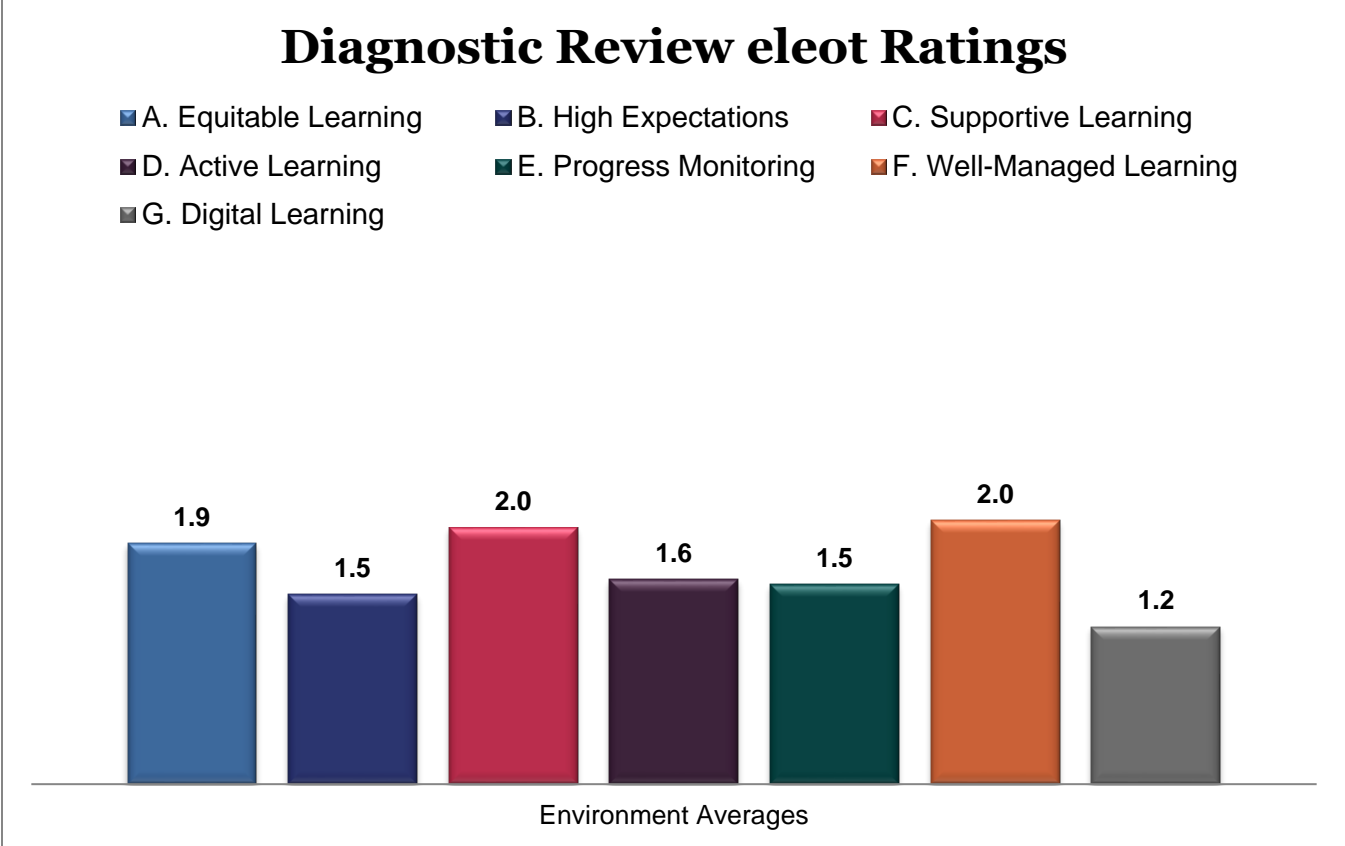
- Leverage the PLC structure to provide faculty with explicit training (i.e., what, how, when) on instructional strategies that promote student engagement.
- Ensure that resource coaches provide individual classroom coaching for staff based on implementing the instructional expectations. Provide teachers explicit training and support on the implementation of the response to instruction (RTI) expectations.
- Address behavior expectations included in the Western High School Positive Behavior Interventions and Supports (PBIS) School Wide Expectations document: 1). Use of appropriate language (students and adults); 2). Cell phone use during instructional time (visibility and/or individual use); and 3). Dress code expectations.



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 27 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	1.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	93%	7%	0%	0%
A2	2.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	19%	41%	41%	0%
A3	2.5	Learners are treated in a fair, clear, and consistent manner.	11%	26%	63%	0%
A4	1.6	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.	56%	30%	15%	0%
Overall rating on a 4-point scale:			1.9			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.5	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	48%	52%	0%	0%
B2	1.7	Learners engage in activities and learning that are challenging but attainable.	37%	59%	4%	0%
B3	1.2	Learners demonstrate and/or are able to describe high quality work.	78%	22%	0%	0%
B4	1.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	56%	44%	0%	0%
B5	1.4	Learners take responsibility for and are self-directed in their learning.	56%	44%	0%	0%
Overall rating on a 4-point scale:			1.5			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	26%	56%	15%	4%
C2	1.6	Learners take risks in learning (without fear of negative feedback).	52%	33%	15%	0%
C3	2.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	19%	63%	19%	0%
C4	2.3	Learners demonstrate a congenial and supportive relationship with their teacher.	19%	33%	48%	0%
Overall rating on a 4-point scale:			2.0			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	52%	41%	7%	0%
D2	1.6	Learners make connections from content to real-life experiences.	52%	41%	7%	0%
D3	1.8	Learners are actively engaged in the learning activities.	30%	59%	11%	0%
D4	1.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	70%	22%	7%	0%
Overall rating on a 4-point scale:			1.6			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	70%	30%	0%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	30%	56%	15%	0%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	26%	70%	4%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	78%	22%	0%	0%
Overall rating on a 4-point scale:			1.5			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.3	Learners speak and interact respectfully with teacher(s) and each other.	11%	52%	30%	7%
F2	2.2	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	15%	52%	33%	0%
F3	1.7	Learners transition smoothly and efficiently from one activity to another.	48%	37%	15%	0%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	26%	59%	11%	4%
Overall rating on a 4-point scale:			2.0			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	70%	15%	15%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	93%	7%	0%	0%
G3	1.4	Learners use digital tools/technology to communicate and work collaboratively for learning.	89%	11%	0%	0%
Overall rating on a 4-point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 27 observations in core content classrooms using the eleot tool. Several strengths emerged from the observation data. For instance, students were well behaved and respectful. Students were helpful to Diagnostic Review Team members in locating and accessing classrooms. The team also observed a good rapport between students and adults and transitions between classes that were smooth and without incident. Administrators, security staff, and teachers monitored halls during transition times.

Team members observed teachers, support staff, and administrators modeling the behaviors and attitudes they expected students to exhibit. Students were compliant in following directions to complete assignments and classwork; however, it was evident/very evident in zero percent of classrooms that “Learners take responsibility for and are self-directed in their learning (B5).” While students arrived at class on time and ready for learning to begin, instruction was not designed to meet students’ individual learning needs. For example, it was evident/very evident in zero percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

Observational data revealed that instruction lacked rigor and was below the appropriate depth of knowledge level. Students indicated they wished learning was more engaging and less boring. This was verified by it being evident/very evident in four percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” When asked, students were unable to communicate the learning expectations. It was evident/very evident in zero percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Classroom observations revealed that instruction was at a low level with it being evident/very evident in zero 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).” Also, observation data showed few opportunities for students to collaborate with their peers. Students struggled with the concept of high-quality work as it was evident/very evident in zero percent of classrooms that “Learners demonstrate and/or are able to describe high quality work (B3).”

Students stated that they wanted to be challenged with more rigorous and engaging learning. Classroom observations revealed that it was evident/very evident in 11 percent of classrooms that “Learners are actively engaged in the learning activities (D3).” Students said they did not understand why they are learning specific

content, which was confirmed by it being evident/very evident in seven percent of classrooms that “Learners make connections from content to real-life experiences (D2).” It was also evident/very evident in seven percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1)” and “Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or other assignments (D4).”

The team was concerned by the lack of instructional modifications to meet students’ individual learning needs. Providing the structures for students to collaborate on assignments that meet their needs will allow them to learn from one another and their teacher.

Potential Leader Actions:

- Ensure all classes provide students with opportunities to collaborate routinely with peers on assignments.
- Have teachers provide a connection between what they are teaching and real-world applications, so students understand why they need to learn the content.
- Align instruction and learning to the performance level in the Kentucky Academic Standards for every grade level and in every content area.
- Ensure instructional lessons are planned and delivered to meet the diverse needs of all students.

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

Implement the district established protocol for deconstructing all content standards to provide the appropriate level of rigor for all students to be prepared for their next level of learning.

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

Findings:

Student performance data revealed that Western High students performed below the state average in almost every content and sub-group. One area in which students exceeded the state average was the English Learners (EL) in the 140-score range (i.e., school at three percent compared to the statewide at two percent) on the Assessing Comprehension and Communication in English State to State (ACCESS) for ELL assessment. The percentage of students scoring proficient/distinguished in reading for the school was 20 percent compared to 45 percent statewide. Additionally, the percentage of students scoring proficient/distinguished in math was 10 percent compared to 38 percent statewide. The school also performed below the state averages in relation to the percentage of students meeting benchmarks on the ACT assessment. Students meeting the ACT benchmark for English was 15 percent compared to 46 percent statewide. In math, the percentage of students achieving a benchmark score on the ACT assessment was five percent compared to 30 percent statewide.

Classroom observational data supported the need for engaging and active learning opportunities for students. The Active Learning Environment received an overall rating of 1.6 on a four-point scale. It was evident/very evident in 11 percent of classrooms that "Learners are actively engaged in the learning activities (D3)." The observational data aligned with student interview data where students said they were bored in classes and wanted more engaging instruction and learning tasks.

Stakeholder perception results supported the need to establish clear expectations for teaching and learning, specifically to improve instructional capacity that addresses students' academic engagement and growth. Survey data revealed that 42 percent of students agreed/absolutely agreed with the statement, "The adults try new things to improve our school (6)." Family survey responses to the statement, "the adults are committed to trying new things to improve (6)" revealed that 76 percent agreed/absolutely agreed with the statement. Similarly, educator response to the statement, "at my institution, we base our improvement efforts on learners' needs (5)" revealed that 66 percent of educators agreed/absolutely agreed. Additionally, 51 percent of educators agreed/absolutely agreed that "at my institution, we uphold high expectations for learning (12)" and 80 percent of respondents on the family survey agreed/absolutely agreed that "Adults have high expectations for learning (10)." Additionally, student responses indicated that 64 percent of students surveyed selected the word "boring (20)" to describe the school and 56 percent indicated they do the same work as everyone else (21).

When asked the best thing about the school, all stakeholder groups said, "students and teachers." Interviews revealed that stakeholders feel safer at the school with the schedule changes and resources (e.g., security) that have been provided. Teachers supported the PLC implementation and the work being done to improve teaching and learning. Students shared their desire for their school to be seen through the lens of possibility. Collectively, stakeholders were positive about the new focus on how teaching impacts student learning, and specifically



mentioned the inclusion of classroom walkthrough observations as an improvement. Parents were complimentary of the school, teachers, and administration.

The school has laid the foundation for student engagement and growth, as demonstrated through a review of documents and artifacts. Western High's Comprehensive School Improvement and Turnaround Plan is fully developed and being implemented, and the leadership team is tracking progress and making adjustments. Additionally, each PLC has a live agenda that captures items the members are focusing on, actions to be taken, and adjustments that are made. Through the PLC meetings, faculty and staff members have begun the work of addressing instructional changes.

Potential Leader Actions:

- Use the existing PLC structure to deconstruct standards for all grade levels and content areas.
- Follow the district protocol included in the Teacher Backpack to deconstruct standards.
- Deconstruct standards to include content and skills, and sequence skills in a logical progression based on the standards.
- Use deconstructed information to develop daily lessons that align with grade- and content-level Kentucky Academic Standards.



Improvement Priority 2

Implement and monitor a data-driven instructional process for teaching and learning to meet the individual needs of students. Ensure the process includes clear expectations, a deliberate focus on planning for rigorous Tier I, II, and III instruction, and the use of data (i.e., formal and informal) to monitor and adjust instruction.

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

Findings:

Student performance was below the state average in every content area and all sub-groups with the exception of EL progress. Reading performance results on the Kentucky Summative Assessment (KSA) showed 20 percent of students scored proficient/distinguished compared to 45 percent statewide. Similarly, math content area performance on the KSA was 10 percent proficient/distinguished compared to 38 percent statewide. The percentages of students meeting benchmark scores on the ACT assessment for English, reading, and math were 15, 11, and five percent respectively compared to 46, 45, and 30 percent statewide. The 2021-22 four- and five-year graduation rates were also below the statewide averages. The four-year graduation rate for the school was 80 percent compared to 89.9 percent statewide. The school's five-year graduation rate was 83 percent, which is below the 92 percent five-year statewide graduation rate. Additionally, Post-Secondary Readiness data for the 2021-22 academic year were below the state average. For the 2021-22 academic year, 34.8 percent of students attained the requirement to be deemed post-secondary ready compared to 72.4 percent of students statewide.

Classroom observational data revealed a lack of differentiated learning opportunities in core content areas. Learners who “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in zero percent of classrooms. Students shared in interviews that they were bored and wished that teachers would provide more engaging learning opportunities for them. It was evident/very evident in four percent of classrooms that “learners engage in activities and learning that are challenging but attainable (B2)” and evident/very evident in 11 percent of classrooms that “Learners are actively engaged in the learning activities (D3).” Classroom observations revealed that learning expectations for students are based on completing assigned tasks and do not provide opportunities for rigorous and high-level coursework. 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. It was also evident/very evident in zero percent of classrooms that learners “demonstrate and/or are able to describe high quality work (B3)”, “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)”, and “take responsibility for and are self-directed in their learning (B5).” Additionally, it was evident/very evident in seven percent of classrooms observed that learners’ “discussions/dialogues/exchanges with each other and teacher predominate (D1)”, “make connections from content to real-life experiences (D2)”, and “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).” In summary, instructional practices are traditional in nature and are teacher-centered as opposed to student-centered.

Stakeholders saw improvements in instructional support through weekly, tailored professional development (ePD) sessions that provide a “takeaway” task to be applied during instruction. Teachers indicated they were provided time to reflect, share, and gain feedback based on professional development; however, the application of professional learning has not transitioned to instructional implementation. Additionally, stakeholders reported school-wide expectations for maximizing PLC meetings and capturing the ongoing discussions related to professional learning through Google Classroom for each content area. Classroom observation data, however, did not support the transition of professional learning expectations to instructional practice and student assignments. Stakeholders shared that while data collection and analysis are occurring, data could be more effectively used to inform teaching and learning.

Regarding high expectations for learning, educators’ responses to the statement, “at my institution, we uphold high expectations for learning (12)” disclosed that 51 percent agreed/absolutely agreed. Family responses to the statement, “the adults have high expectations for learning (10)” revealed 80 percent agreed/absolutely agreed.



Thirty-five percent of students agreed/absolutely agreed with the statement, “in the past 30 days, I had lessons that were changed to meet my needs (13)” in comparison to 61 percent of families who agreed/absolutely agreed that “in the past 30 days, my child had instruction that was changed to meet their needs (15)”, and 63 percent of educators who agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).”

The Jefferson County Public Schools Assessing Learning and Grading Framework for High Schools 2022-2023 document states, “Academic grades are based on progression toward and mastery of standards and success skills and reflect what the student knows and is able to do (page 9).” The Diagnostic Review Team, however, found no evidence to support progress monitoring for learning related to mastery of standards and skills. Leadership has communicated an expectation for PLC meetings to develop, administer, and analyze Common Formative Assessments related to their specific content. While interview data supported this expectation and artifacts and documents revealed the existence and analysis of these assessments, analysis was limited to students’ overall scores/grades on the assessments and did not provide information related to mastery of the content. The Jefferson County Public Schools Multi-tiered System of Supports (MTSS) School Implementation Plan 2022-2023 document provides guidance about ensuring “adequate supports and interventions for accelerating learning opportunities for students by identifying specific learning objectives (targeted skills) using assessment data (page 3).” Tier I, core instruction continues to be the focus for improvement. Western High students enter the ninth grade below grade level in reading and math; therefore, Tier II and Tier III instructional opportunities and support cannot wait for Tier I instruction to be established. The information in the tiered plan of support includes “high quality, differentiated, culturally responsive, grade-level instruction with 100 percent student engagement” for Tier I. Tier II provides academic supports that are “short-term targeted assistance for students identified with specific deficits according to multiple data points that include the Universal Screener and/or who have not responded to Tier I.” Tier III provides academic supports that are “long-term assistance for students identified with specific areas of need according to multiple data points that include the Universal Screener and/or who have not responded to Tier I and Tier II supports.” The Western High School Meeting Agenda document provides proposed items to include on the school walkthrough form. The items include the presence of a learning target tied to a standard, activities aligned to the posted learning target, the use of the elite observation tool during observations, and specific learning strategies. Classroom observational data during the Diagnostic Review, however, did not indicate the effective implementation or application of these learning expectations.

Potential Leader Actions:

- Establish a process for monitoring and providing feedback to teachers as they follow the established *Backward Planning Guide: From Unit Planning to Lesson Planning* (i.e., included in documentation uploaded into Workspace by the school) to determine what students should know and be able to do in every class.
- Support teacher capacity to ensure the implementation of daily lessons that are grade-level and content aligned with the Kentucky Academic Standards.
- Establish and communicate expectations for Tier I, II, and III instruction.
- Establish expectations for consistent implementation of assessment for learning and progress monitoring practices.
- Monitor instruction regularly to ensure instructional adjustments based on students’ response to learning expectations are impacting student growth.

Your Next Steps

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

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

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



Principal Capacity in Diagnostic Review

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

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

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

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

Team Roster

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

Team member name	Brief biography
Kellie Yeager	Kellie Yeager has over 34 years of experience as a teacher, district specialist, and Alabama Department of Education school improvement specialist. She served as the assessment and accountability coordinator for the Jefferson County District in Birmingham, Alabama. In that position, she coordinated the assessment implementation process, accountability tracking, and school improvement activities for 56 schools. Kellie also has experience as an instructional coach for grades K-12, a school improvement coach with the Alabama Department of Education, and a regional school improvement field coordinator. Currently, Kellie serves as a Cognia Lead Evaluator.
Mike Murphy	Mike Murphy serves as an Educational Recovery Leader for the Kentucky Department of Education, Office of Continuous Improvement and Support. Before this role, he served as the designee for the Chief State School Officer. Responsibilities included all administrative, operational, financial, personnel, and instructional aspects of school district management formerly exercised by the local school board and the superintendent. He has taught special education and regular education science classes at the elementary and middle school levels. He served as an elementary and high school principal. During his tenure as a high school principal in Kentucky, he led a bottom five percent high school to the top five percent. Before working in education, Mr. Murphy worked for 16 years as a department manager for a major textile company.
David Copeland	David Copeland Jr. has been serving for 16 years in education. He began his career teaching fourth-grade math and science, where he was also the chairperson for the school improvement council and faculty advisory committee. After teaching, Mr. Copeland became an assistant principal. Mr. Copeland is also a certified transformational leader. He currently serves as a principal of a school in South Carolina.
Jana Bryant	Jana Bryant has over 27 years dedicated to promoting equity in education as a math teacher and instructional leader. She is currently a district K-12 math instructional coach in Kentucky. In that position, she supports the implementation of high-quality instructional materials and provides peer coaching for mathematics instruction and district professional learning. Mrs. Bryant achieved her National Board AYA math certification (NBCT) in 2009 and 2019 and is the current KY NBCT network president and an EdReports Klawe senior fellow.
Kelli Prater	Kelli Prater currently serves as an Educational Recovery Leader for the Kentucky Department of Education (KDE) supporting school turnaround efforts. During her 20 years in education, Kelli has taught and served as a district-level administrator. Her experience ranges from an instructor of exceptional children to district administrator of instructional supervision, state and federal programs and district assessment coordination. Before joining the Educational Recovery team, Kelli served on KDE's Continuous Improvement for Gap Closure team, assisting schools and districts with implementing sustainable systems to enable and support improved learning outcomes. Kelli is certified as a trainer for Jim Shipley and Associates and the National Institute for School Leadership (NISL).

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

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	3
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	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: 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.	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
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	1
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	1

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

Student Performance Data

School Name: Western High

Kentucky Summative Assessment 2021-22 High School Performance Results

Content Area	%P/D School (21-22)	%P/D State (21-22)
Reading	20	45
Math	10	38
Science	*	15
Social Studies	14	35
Editing and Mechanics	15	48
On Demand Writing	*	38

Plus

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

Delta

- The percentage of students who scored proficient/distinguished in reading, math, social studies, and editing and mechanics on the most recent state assessment was significantly below the state average on the KSA.

High School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	71	66
Percent Score of 60-80	21	23
Percent Score of 100	6	7
Percent Score of 140	3	2

Plus

- The progress for English Learners exceeded the state average in the percent score of 140.

Delta

- The progress for English Learners was below the state average in three of the four score categories.

Percentage of Students Meeting Benchmarks on ACT

Content Area	School (21-22)	State (21-22)
English	15	46
Reading	11	45
Math	5	30

Plus

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

Delta

- The percentage of students meeting benchmark on the ACT in English, reading, and math is significantly below the state average.



Graduation Rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2021-22	80	89.9	83.0	92.0

Plus

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

Delta

- The percentage of students graduating in the four-year cohort was below the state average.
- The percentage of students graduating in the five-year cohort was below the state average.

Post-Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2021-22	34.8	72.4	37.9	76.2

Plus

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

Delta

- The percentage of students considered post-secondary ready in both school categories was below the state in 2021-22.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	20	10	N/A	N/A	N/A	N/A
Female	25	8	N/A	N/A	N/A	N/A
Male	16	*	N/A	N/A	N/A	N/A
African American	16	8	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	18	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	38	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	20	8	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	18	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	23	11	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	22	9	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	22	9	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	20	9	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 as a plus.

Delta

- All demographic groups performed below the state average in the academic areas listed.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	N/A	N/A	*	14	15	*
Female	N/A	N/A	*	*	13	*
Male	N/A	N/A	*	14	16	*
African American	N/A	N/A	*	*	8	*
American Indian or Alaska Native	N/A	N/A	*	*	*	*
Asian	N/A	N/A	*	*	*	*
Hispanic or Latino	N/A	N/A	*	*	*	*
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	*
Two or More Races	N/A	N/A	*	24	*	*
White (non-Hispanic)	N/A	N/A	*	12	33	*
Economically Disadvantaged	N/A	N/A	*	*	14	*
Non-Economically Disadvantaged	N/A	N/A	*	*	19	*
Students with Disabilities (IEP)	N/A	N/A	*	*	*	*
Students with Disabilities/IEP Regular Assessment	N/A	N/A	*	*	*	*
Students with Disabilities/IEP with Accommodations	N/A	N/A	*	*	*	*
Alternate Assessment	N/A	N/A	*	*	*	*
Students Without IEP	N/A	N/A	*	15	18	*
English Learner Including Monitored	N/A	N/A	*	*	*	*
English Learner	N/A	N/A	*	*	*	*
Non-English Learner	N/A	N/A	*	14	15	*
Non-English Learner or Monitored	N/A	N/A	*	14	15	*
Foster Care	N/A	N/A	*	*	*	*
Gifted and Talented	N/A	N/A	*	*	*	*
Non-Gifted and Talented	N/A	N/A	*	14	15	*
Homeless	N/A	N/A	*	*	*	*
Migrant	N/A	N/A	*	*	*	*
Military Dependent	N/A	N/A	*	*	*	*

Plus

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

Delta

- All demographic groups performed below the state average in the academic areas listed.

Schedule

Monday, December 5, 2022

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

Tuesday, December 6, 2022

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 7, 2022

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 8, 2022

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

