

Cognia Diagnostic Review Report

**Results for:
Carroll County Middle School**

December 12-15, 2022

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	30
Noncertified Staff	10
Students	9
Parents	8
Total	65

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:

Since being hired in July 2022, Carroll County Middle School's principal has been able to establish some foundational processes and procedures for building a positive school culture for students and teachers. During the principal overview presentation, she provided information on the implementation of a school-wide behavior system called R.O.A.R, an acronym for Be Respectful, Take Ownership, Act Safely, Be Responsible. Other efforts to build a more positive school culture have included restructured professional learning communities (PLCs), leadership opportunities for staff through committees, a character-building program called Character Strong, and a process for social/emotional check-ins with students. The school has also implemented a one-to-one digital initiative for all students to have equal access to computers.

Based on the principal's overview presentation, observation evidence, and interviews, the Diagnostic Review Team found that teachers are in the process of implementing a new English/language arts curriculum and program resource from Houghton Mifflin Harcourt (HMH). The school has provided teachers with professional development, procedures, and support that frame explicit expectations for the implementation of the HMH curriculum. Educator survey evidence supported the effective implementation of the new curriculum as 81 percent of educators agreed/absolutely agreed, "In the past 30 days, I participated in learning experiences that increased my knowledge and skills (22)."

In the documents provided by the school, the team found a copy of the Comprehensive School Improvement Plan (CSIP) for the current school year. It is evident in the plan that the principal and her administrative team have a clear understanding of the continuous improvement process and have clearly outlined goals, strategies, and action steps to address student growth and achievement. However, it was evident in interviews with teachers, staff, and parents that the plan has not been communicated to stakeholders.

Interviews, observation data, and documentation evidence indicated that the school has attempted to address student behavior concerns through the R.O.A.R. program; however, evidence did not show consistent implementation and monitoring of student behavior expectations. While the team did not observe unsafe student behavior, parent, student, and teacher interviews revealed that student behavior was a concern. Analysis of evidence showed both a lack of student engagement and a lack of high expectations for student learning. The team observed limited instances of active learning or differentiation based on student needs. Observational data revealed that it was evident/very evident in 42 percent of classrooms that "learners are actively engaged in the learning activities (D3)" and evident/very evident in 21 percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." It was evident/very evident in 25 percent of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)" and 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)." Student survey results further supported the lack of active learning and differentiation strategies in the classroom. Students were asked "Which four phrases best describe, in general, what learning looks like most of the time in your classes (21)?" In response, 69 percent of students chose "do the same work as everyone else"; 63 percent chose "listen to teachers talk"; 49 percent chose "take notes"; and 49 percent chose "the teacher assigns work."



While the school provides time for weekly professional development and PLC collaboration, there was little evidence to indicate data were analyzed and used to train staff on adjusting instruction based on student learning. The Diagnostic Review Team noted the importance for the principal, her administrative team, and instructional coaches to be intentional and consistent in supporting teachers and monitoring the implementation of instructional expectations.

While there is documentation and interview evidence to support that classroom observation visits are occurring, data also indicated that teachers have received little feedback focused on pedagogical growth. Students and teachers would benefit from targeted support based on a set of clearly defined school-wide expectations focused on improving teaching, learning, and behavior.

School leaders have an opportunity to support teachers by leveraging collaborative PLCs, which use data to inform instruction and develop high-yield instructional strategies to provide safe, uninterrupted learning environments for all students.

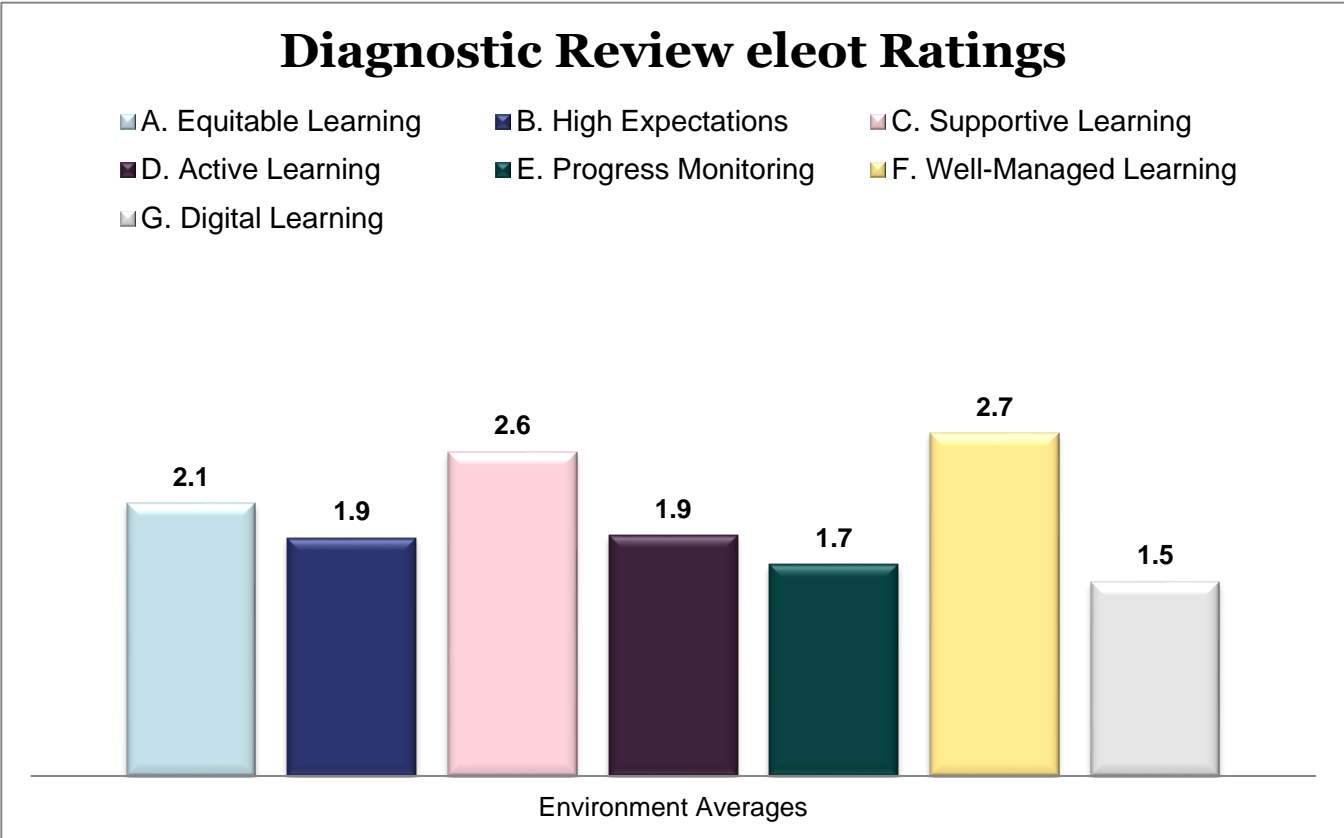
Potential Leader Actions:

- Fully implement the strategies and activities in the CSIP, including monitoring and evaluating the level of implementation.
- Create a monitoring schedule for the administrative team to be in classrooms to monitor and evaluate the implementation of the CSIP.
- Communicate the CSIP to all stakeholders (i.e., parents, teachers and staff, students, community members) to establish clarity and focus on school improvement goals.

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 24 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	63%	25%	8%	4%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	25%	13%	33%	29%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	4%	29%	25%	42%
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.	67%	33%	0%	0%
Overall rating on a 4-point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	46%	33%	21%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	29%	46%	17%	8%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	46%	42%	13%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	38%	38%	17%	8%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	29%	46%	25%	0%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	21%	33%	13%	33%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	29%	33%	25%	13%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	50%	25%	17%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	29%	13%	46%
Overall rating on a 4-point scale:			2.6			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	50%	33%	13%	4%
D2	1.7	Learners make connections from content to real-life experiences.	54%	29%	13%	4%
D3	2.5	Learners are actively engaged in the learning activities.	13%	46%	25%	17%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	50%	29%	17%	4%
Overall rating on a 4 point scale:			1.9			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	58%	38%	4%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	38%	33%	29%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	33%	33%	33%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	75%	21%	4%	0%
Overall rating on a 4-point scale:			1.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	4%	38%	21%	38%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	8%	33%	25%	33%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	25%	33%	29%	13%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	4%	42%	29%	25%
Overall rating on a 4-point scale:			2.7			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	17%	33%	0%
G2	1.4	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	75%	8%	17%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	75%	17%	8%	0%
Overall rating on a 4-point scale:		1.5				

eleot Narrative

Diagnostic Team members completed 24 classroom observations during the Diagnostic Review process. Based on the compilation of the observational results, the Digital Learning Environment received the lowest score, 1.5 based on a four-point scale. The Well Managed Learning Environment received the highest score, 2.7 on a four-point scale.

Data that emerged from classroom observations revealed that in 67 percent of observed classrooms, it was evident/very evident that “learners are treated in a fair, clear, and consistent manner (A3)”, and in 62 percent of classrooms, it was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” While the team observed students being treated fairly and in a consistent manner, it was evident/very evident in zero percent of classrooms that “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 (A4).”

Interactions between students and peers and students and teachers were areas of concern. It was evident/very evident in 46 percent of classrooms that learners “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)”, evident/very in 38 percent of classrooms that learners “take risks in learning (without fear of negative feedback) (C2)”, and evident/very evident in 42 percent of classrooms that learners “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3).” That learners “demonstrate a congenial and supportive relationship with their teacher (C4)” and “speak and interact respectfully with teacher(s) and each other (F1)” was evident/very evident in 59 percent of classrooms.

Observational data demonstrated a lack of challenging, engaging, or rigorous learning opportunities. The High Expectations Learning Environment scored an overall 1.9 on a four-point scale. Instances in which learners “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 21 percent of classrooms. In addition, learners who “engage in activities and learning that are challenging but attainable (B2)”; “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)” were evident/very evident in 25 percent of classrooms. Observational data also showed that learners “able to demonstrate and/or able to describe high quality work (B3)” were



evident/very evident in 13 percent of classrooms. Evidence did not indicate that students were exposed to learning opportunities that promote higher order thinking, as it was evident/very evident in 12 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

The Active Learning Environment was also an area of concern with an overall score of 1.9 on a four-point scale. It was evident/very evident in 17 percent of classrooms that “learners' discussions/dialogues/exchanges with each other and teacher predominate (D1)” and “Learners make connections from content to real-life experiences (D2).” It was also evident/very evident that in 42 percent of classrooms that “Learners are actively engaged in the learning activities (D3).” Additionally, it was evident/very evident in 21 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4).”

Observational data revealed a lack of opportunities for learners to monitor their own progress or learn from feedback. For example, it was evident/very evident in four percent of classrooms that learners “monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)”, and evident/very evident in 29 percent of classrooms that learners “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).” The observational data also showed that it was evident/very evident in 33 percent of classrooms that learners “demonstrate and/or verbalize understanding of the lesson content (E3)” and evident/very evident in four percent of classrooms that learners “understand and/or are able to explain how their work is assessed (E4).”

The school is a one-to-one initiative school; however, observational data did not support the use of technology by students to promote collaborative and high-quality student learning. Technology was observed to be used mostly for informational purposes and/or demonstrations and online assessments. It was evident/very evident in 33 percent of classrooms that learners “use digital tools/technology to gather, evaluate, and/or use information for learning (G1)” and evident/very evident in 17 percent of classrooms that learners “use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” It was also evident/very evident in eight percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).”

Potential Leader Actions:

- Leverage PLC meeting collaboration time to analyze data to inform instruction and intentionally plan professional learning opportunities on the topics of rigor, engagement, questioning, student-led discussions, assessments, and instructional technology integration.
- Develop a support system for teachers that includes regular observation, feedback, and monitoring to improve instructional capacity.
- Evaluate the use of the R.O.A.R program in classrooms and ensure consistent and effective implementation in all classrooms and for the office-level referral process.



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, evaluate, and monitor a formal continuous improvement process that focuses on modeling and coaching to build capacity and effectiveness of instruction. The process should include the collection, analysis, and use of data for monitoring purposes and clearly defined expectations for student behavior.

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

Findings:

A review of documents found the goals, strategies, and activities in the CSIP demonstrate an understanding of the school's current behavioral, cultural, and academic needs. However data from interviews, observations, surveys and additional documents and artifacts showed a lack of clear communication and actual implementation of the plan.

While efforts have mostly been focused on student behavior and school culture, Carroll County Middle School (CCMS) has lacked a focus on academic and instructional expectations. Even with the intentional focus on behavior and school culture, interview and observational evidence showed an inconsistent implementation of behavior expectations and revealed that staff was not consistently held accountable to uphold those expectations. In the Well-Managed Learning Environment, it was evident/very evident in 59 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." It was evident/very evident in 58 percent of classrooms that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)", evident/very evident in 42 percent of classrooms that "learners transition smoothly and efficiently from one activity to another (F3)", and evident/very evident in 54 percent of classrooms that "Learners use class time purposefully with minimal wasted time or disruptions (F4)." Further, data indicated interactions between students and peers and students and teachers as areas of concern. It was evident/very evident in 46 percent of classrooms that learners "demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)." Learners who "take risks in learning (without fear of negative feedback) (C2)" were evident/very evident in 38 percent of classrooms and who "are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)" were evident/very evident in 42 percent of classrooms. In addition, it was evident/very evident in 59 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)."

The lack of focus on academic needs of students was also evident in student performance data on the Kentucky Summative Assessment (KSA) and on the progress monitoring tool, Measures of Academic Progress (MAP). All fifth- through eighth-grade students scored below the state average in all core academic areas on the 2021-22 KSA. Zero percent of students in the fifth- and sixth-grade female sub-group and the economically disadvantaged subgroup scored proficient/distinguished in math. MAP assessment results also evidenced little student growth in reading and math. From the fall 2021 administration to the spring 2022 administration, seventh-grade students scoring proficient/distinguished in English language arts (ELA)/reading decreased by 5.7 percentage points and eighth-grade students decreased by 9.7 percentage points. Fifth- and sixth-grade students scoring proficient/distinguished in ELA/reading increased by three percentage points and 0.4 percentage points respectively. MAP assessment results in math showed inconsistent growth from fall 2021 to spring 2022. While



fifth- and seventh-grade students scoring proficient/distinguished increased by two percentage points and three percentage points respectively, the percentage of sixth-grade students scoring proficient/distinguished decreased by 2.7 percentage points. Also, the percentage of eighth-grade students scoring proficient/distinguished decreased by 0.9 percentage points.

Interview and survey data and a review of PLC notes and agendas indicated that while data are analyzed, the instructional delivery and practices designed to meet students' needs have not improved. Teacher interview data revealed that teachers do meet weekly for PLC meetings to look at student data; however, interview data indicated that the primary focus is on student behavior concerns. Survey data also confirmed that 56 percent of students agreed/absolutely agreed that "in the past 30 days, I had support when I needed it (18)", and 60 percent of students agreed/strongly agreed that "In the past 30 days, I had many ways to show my teachers what I learned (19)." Family survey data also showed that 38 percent agreed/absolutely agreed that "in the past 30 days, my child had their learning progress measured (19)", and 16 percent agreed/absolutely agreed that "In the past 30 days, my child received support based on their needs (21)." In contrast, the educator survey indicated that 80 percent agreed/absolutely agreed that "in the past 30 days, I provided opportunities for learners that align to their needs (18)", and 81 percent of educators agreed/absolutely agreed that "In the past 30 days, I used a variety of resources to meet learners' needs and interests (19)."

The Diagnostic Review Team's synthesis of the evidence and data suggests that the principal and administrative team should put systems in place to fully implement the strategies and activities contained in the CSIP.

Potential Leader Actions:

- Fully implement strategies and activities contained in the CSIP, including monitoring and evaluating the level of implementation.
- Develop and consistently implement a communication plan to inform all stakeholders of the goals, strategies, and actions in the CSIP to provide clarity of purpose and focus on continuous improvement efforts.
- Hold students and teachers accountable to the expectations set forth in the R.O.A.R. program. Ensure that the office-level behavior referral process is clearly defined, that referrals are handled consistently, and that clear and timely communication with staff and parents occurs.

Improvement Priority 2

Identify and implement with fidelity a curriculum that aligns with the Kentucky Academic Standards (KAS) for all content areas where learners engage in activities, experiences, and interactions based on learners' individual needs.

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

Findings:

According to the 2021-22 KSA data, the percentage of students who scored proficient/distinguished was below the state average in all core subjects. The MAP scores (i.e., fall 2021 and spring 2022) also indicated little growth had occurred and at some grade levels, scores decreased. To begin to address student data, the school has adopted and provided teacher training for a new ELA/reading curriculum through HMH. A review of lesson plans and observational data suggested that teachers are implementing this new curriculum, and program resources are being used for classroom instruction. Interviews with teachers indicated they have little additional classroom support for the planning and implementation through coaching or even walkthrough feedback. The principal stated they are in the process of looking at math curriculum and programs for adoption, but teachers are currently using limited resources for math instruction. In interviews, teachers indicated they have developed their own pacing guide and have pulled their own resources for instruction. The team did not find evidence of a specific curriculum for social studies or science. In fact, seventh grade does not include a social studies class, and eighth grade does not include a science class.

While the district provides professional learning and training opportunities, a review of artifacts and staff interview data by the Diagnostic Review Team found no evidence of a professional development plan that aligned to the goals, strategies, and actions of the CSIP. The school does provide time for weekly PLC meetings, and a review of PLC meeting notes and agendas revealed that the administration is providing a framework for these meetings. However, PLC meeting notes did not indicate that teachers are analyzing data and using the data to make instructional decisions.

Classroom observation data showed that few opportunities existed for students to engage in rigorous and or challenging learning activities. It was evident/very evident in 21 percent of classrooms that "learners strive to meet or are able to articulate the high expectations established by themselves and /or the teacher (B1)", and it was evident/very evident in 13 percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." In addition, it was evident/very evident in 25 percent of classrooms that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (B4)" and that "Learners engage in activities and learning that are challenging but attainable (B2)." The team also found a lack of evidence that students were informed about how their work would be assessed. In four percent of classrooms, it was evident/very evident that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" and that "Learners understand and/or are able to explain how their work is assessed (E4)." It was evident/very evident in 29 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." Observational evidence also indicated few high-yield instructional strategies and few opportunities for differentiated learning. Specifically, it was evident/very evident in 12 percent of classrooms that "Learners engage in differentiated learning opportunities and /or activities to meet their needs (A1)."

The team's analysis of all evidence and data points showed an inconsistent implementation of the new English/language arts HMH curriculum. Further, the lack of a math, social studies, and science curriculum has created a need for a clearly defined process and procedures for planning Tier I (core) standards-based instruction for students' academic and behavioral needs. These conclusions were supported by the student survey question, "Which four phrases best describe, in general, what learning looks like most of the time in your classes (21)?" Sixty-nine percent of students reported that they "do the same work as everyone else", 63 percent that they "listen to teacher talk", 49 percent that they "take notes", and 49 percent that "the teacher assigns work." Also, the team



noted the lack of clearly defined procedures to identify the diverse learning needs of each student (i.e., specialized services, programs, resources) and clearly defined interventions used to address Tier II and Tier III instructional needs of students. Student survey evidence showed that that 52 percent of students agreed/absolutely agreed that they “had lessons that made me think in new ways (15)”, and 48 percent said they had “lessons that were changed to meet my needs (13).” Family survey responses showed that 10 percent agreed/absolutely agreed that “my child had learning experiences that were unique to their needs (17)”, and 24 percent agreed/absolutely agreed that “My child had instruction that was changed to meet their needs (15).” On the educator survey, 53 percent agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).” Additionally, 55 percent of educators agreed/absolutely agreed that “At my institution, we uphold high expectations for learning (12).”

Potential Leader Actions:

- Develop/adopt, implement, and monitor a viable curriculum that is researched based, aligned to the KAS, and is based on high expectations.
- Establish and monitor instructional expectations (e.g., the use of data, rigor, differentiation) to ensure academic growth. Provide monitoring and support and evaluate the impact on student learning.
- Use a leadership team, inclusive of grade-level teacher leaders, to develop a professional development plan to address instruction, engagement, assessment, and behavior
- Create and implement a monitoring rotation schedule using a district approved observation tool that is clearly aligned to the strategies and actions in the CSIP and will provide feedback to teachers from peers, school leadership, and instructional coaches.

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
Betsy Sanchez	Betsy Sanchez has over 25 years of experience as a classroom teacher, district specialist, Alabama Department of Education school improvement specialist, and regional district coach. She served as a local education agency (LEA) instructional specialist and gifted coordinator for 56 schools in the Jefferson County District in Birmingham, Alabama. As an LEA instructional specialist, Betsy trained and supported a team of six secondary district coaches in school improvement processes. Currently, Betsy serves as a Cognia Process Coach and Lead Evaluator for Diagnostic Reviews and as a professional consultant with Cognia.
William Philbeck	William Philbeck has worked in education in Kentucky for the past 29 years. He has served as a classroom teacher, department chair, curriculum coordinator, and elementary school principal. He is currently an Educational Recovery Leader with the Kentucky Department of Education where he works with low performing schools. In this position, he works with school administrative teams and other Educational Recovery staff to ensure schools are focusing on student achievement, teacher quality, and the establishment of systems that lead to academic success. William has served several educational and community-based organizations as well as serving as an adjunct professor and professional development facilitator.
Kate McAnelly	Kate McAnelly has over 36 years in education. She has been the chief academic officer for Fayette County Public Schools with responsibilities for curriculum, instruction, and assessment including federal and state grant programs. Before serving at the district level, she was a principal and assistant principal. Mrs. McAnelly served as a Kentucky Department of Education state consultant and worked in the Region 5 service center as the social studies lead. Mrs. McAnelly is currently working with Cognia as a Lead Evaluator and the Kentucky Association for School Administrators in completing tasks for the Kentucky Women in Educational Leadership group.
John Lyons	John Lyons has 30 years of experience in public education, having spent the last 20 years in administration. John recently served as principal at Frankfort High School and is currently an Educational Recovery Leader for the Kentucky Department of Education, working primarily in Jefferson County Schools. In this position, John collaborates with building leadership at identified Comprehensive Support Intervention schools to improve student achievement.

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.	1
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 data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	1
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

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

Key Characteristic 4: Growth in Learning

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

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

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

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

Student Performance Data

Kentucky Summative Assessment 2021-22 School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	N/A	45
	4	N/A	46
	5	17	45
Math	3	N/A	38
	4	N/A	39
	5	9	38
Science	4	N/A	29
Social Studies	5	20	37
Editing and Mechanics	5	16	47
On Demand Writing	5	*	33

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of fifth-grade students scoring proficient/distinguished in reading (17 percent) was below the state average (45 percent).
- The percentage of fifth-grade students scoring proficient/distinguished in math (nine percent) was below the state average (38 percent).
- The percentage of fifth-grade students scoring proficient/distinguished in social studies (20 percent) was below the state average (37 percent).
- The percentage of fifth-grade students scoring proficient/distinguished in editing and mechanics (16 percent) was below the state average (47 percent).
- The percentage of fifth-grade students scoring proficient/distinguished in on demand writing (zero percent) was below the state average (33 percent).

Kentucky Summative Assessment 2021-22 Middle School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	22	44
	7	20	43
	8	8	44
Math	6	12	38
	7	21	38
	8	21	36
Science	7	*	22
Social Studies	8	21	36
Editing and Mechanics	8	29	46
On Demand Writing	8	*	38



Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of sixth-grade students scoring proficient/distinguished in reading was 22 percent compared to the state average of 44 percent.
- The percentage of seventh-grade students scoring proficient/distinguished in reading was 20 percent compared to the state average of 43 percent.
- The percentage of eighth-grade students scoring proficient/distinguished in reading was eight percent compared to the state average of 44 percent.
- The percentage of sixth-grade students scoring proficient/distinguished in math was 12 percent compared to the state average of 38 percent.
- The percentage of seventh-grade students scoring proficient/distinguished in math was 21 percent compared to the state average of 38 percent.
- The percentage of eighth-grade students scoring proficient/distinguished in math was 21 percent compared to the state average of 36 percent.

Kentucky Summative Assessment 2021-22 Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	74	66
Percent Score of 60-80	18	22
Percent Score of 100	*	8
Percent Score of 140	*	2

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- Seventy-four percent of English Learners received 0 points for progress which was above the state average of 66 percent.



Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	17	9	N/A	20	16	*
Female	16	*	N/A	*	20	*
Male	17	15	N/A	19	12	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	16	10	N/A	21	14	*
Economically Disadvantaged	17	*	N/A	15	12	*
Non-Economically Disadvantaged	16	8	N/A	29	23	*
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	19	10	N/A	21	18	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	17	10	N/A	20	16	*
Non-English Learner or Monitored	17	9	N/A	20	15	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	17	8	N/A	20	16	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentages of fifth-grade female students and fifth-grade male students scoring proficient/distinguished in math was zero percent and 15 percent respectively.
- The percentages of fifth-grade economically disadvantaged students scoring proficient/distinguished in math was zero percent compared to eight percent of fifth-grade non-economically disadvantaged students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	22	12	N/A	N/A	N/A	N/A
Female	25	*	N/A	N/A	N/A	N/A
Male	18	14	N/A	N/A	N/A	N/A
African American	*	*	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	*	*	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)	23	11	N/A	N/A	N/A	N/A
Economically Disadvantaged	20	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	24	16	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	25	14	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	24	14	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	24	12	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	11	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of sixth-grade female students scoring proficient/distinguished in math was zero percent compared to 14 percent of sixth-grade male students.
- The percentage of sixth-grade economically disadvantaged students scoring proficient/distinguished in math was zero percent compared to 16 percent of non-economically disadvantaged students.



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	20	21	*	N/A	N/A	N/A
Female	27	19	*	N/A	N/A	N/A
Male	14	*	*	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	12	*	*	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)	23	23	*	N/A	N/A	N/A
Economically Disadvantaged	16	15	*	N/A	N/A	N/A
Non-Economically Disadvantaged	29	35	*	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	23	25	*	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	21	21	*	N/A	N/A	N/A
Non-English Learner or Monitored	21	25	*	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	20	*	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

Percentages were not high enough to qualify for a plus.

Delta

- The percentage of seventh-grade female students scoring proficient/distinguished in math was 19 percent compared to zero percent of seventh-grade male students.
- The percentage of seventh-grade Hispanic students scoring proficient/distinguished in math was zero percent compared to 23 percent of seventh-grade white (non-Hispanic) students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	26	21	N/A	21	24	*
Female	27	18	N/A	19	38	*
Male	25	24	N/A	23	12	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	39	35	N/A	24	31	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	21	16	N/A	20	25	*
Economically Disadvantaged	25	17	N/A	16	24	*
Non-Economically Disadvantaged	27	28	N/A	30	38	*
Students with Disabilities (IEP)	22	*	N/A	11	12	*
Students with Disabilities/IEP Regular Assessment	18	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	26	23	N/A	22	31	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	27	22	N/A	22	30	*
Non-English Learner or Monitored	27	22	N/A	22	30	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	25	20	N/A	21	31	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of eighth-grade Hispanic students scoring proficient/distinguished in reading was 39 compared to 21 percent of white (non-Hispanic).
- The percentage of eighth-grade Hispanic students scoring proficient/distinguished in math was 35 percent compared to 16 percent of white (non-Hispanic).

Measures of Academic Progress (MAP) Fall 2021–Spring 2022; ELA/Reading

MAP English Language Arts/Reading						
Grade	Fall 2021			Spring 2022		Change
	# Students P/D	Percent P/D		# Students P/D	Percent P/D	
5	27	16.9%		30	19.9%	3%
6	28	20.7%		29	21.1%	0.4%
7	55	36.9%		50	31.2%	-5.7%
8	52	35.8%		40	26.1%	-9.7%
Total	162	27.5%		149	24.8%	-2.7%

Measures of Academic Progress (MAP) Fall 2021–Spring 2022; Math

MAP Math						
Grade	Fall 2021			Spring 2022		Change
	# Students P/D	Percent P/D		# Students P/D	Percent P/D	
5	9	5.7%		12	7.7%	2%
6	14	10%		10	7.3%	-2.7%
7	22	14.5%		28	17.5%	3%
8	19	12.5%		18	11.6%	-0.9%
Total	64	10.6%		68	11.2%	0.6%

Schedule

Monday, December 12, 2022

Time	Event	Where	Who
3:00 p.m. – 4:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m.- 5:30 p.m.	Principal Overview Presentation	Carroll Middle School	Diagnostic Review Team Members

Tuesday, December 13, 2022

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 14, 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. – 4:30 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 15, 2022

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

