Cognia Diagnostic Review Report

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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	2
Building-Level Administrators	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	42
Noncertified Staff	18
Students	46
Parents	2
Total	127

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 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:

Interview data revealed that the principal and leadership team are working to improve the school's culture and performance. According to the principal's presentation, the number of exceptional child education (ECE) students who were post-secondary ready nearly doubled from 27.3 percent in 2018-19 to 54.1 percent in 2022-23. However, the principal and leadership team aim to continue increasing this percentage. Interview data indicated that Seneca High is working to establish a supportive and equitable learning environment that can be leveraged to address learners' individual educational needs while building vital relationships. Survey data showed that 95 percent of educators agreed/absolutely agreed with the statement, "In the past 30 days, I provided opportunities to help learners acquire skills needed for their future (15)." Additionally, 91 percent of educators also agreed/absolutely agreed with the statement, "In the past 30 days, I used a variety of resources to meet learners' needs and interests (19)."

Observational data revealed that in most classrooms, students were engaged in a supportive and equitable learning environment. In 77 percent of classrooms, it was evident/very evident that "learners demonstrate a congenial and supportive relationship with their teacher (C4)", and evident/very evident in 70 percent of classrooms that "Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)." Survey and interview data revealed an emerging strength related to positive relationships between many staff members and students. For example, 86 percent of educators surveyed agreed/absolutely agreed that "At my institution, we set aside time to build relationships with learners (4)." Family survey results revealed that 80 percent of families agreed/absolutely agreed with the statement, "The adults set aside time to build relationships with children (4)." The team observed opportunities where teachers could leverage these supportive relationships with students to promote engagement and collaboration among peers in learning activities and increase digital tools and technology use in an equitable environment.

The objectives and strategies outlined in the 2023-2024 Seneca HS (high school) Phase 3 CSIP (Comprehensive School Improvement Plan) focus on learning walk data and using quarterly coaching conversations to facilitate teacher growth. Additionally, the CSIP designates that the instructional team will continue focusing on using acceleration strategies effectively within a block schedule during embedded professional development. Through collaboration, regular education teachers and special education collaborators will continue planning for engaging classroom experiences through embedded professional development. The school is in the infancy stages of implementing strategies to support students. Some strategies include the "name and claim" process, strategic teacher pairings in coteaching environments, and English language arts (ELA) and math labs to support students. Also, educators use weekly professional learning community (PLC) meetings and academy team intervention meetings to focus on identifying student needs. In addition, intentional planning for collaborative teams allows Seneca High educators to pair content-strong special education teachers with the core content teachers. However, according to the principal's presentation, while several supports were in place (e.g., reading interventions, reading labs, ECE support teacher assistant), five ninth-grade and zero tenth-grade ECE students met the reading benchmark in the fall of 2023 on the College Equipped Readiness Tool (CERT). According to the principal's presentation and staff interviews, all ninth-grade students will continue having a reading intervention period in their schedule. Additionally, targeted ninth-grade and tenth-grade students with CERT scores below proficiency will attend the Literacy Lab. Staff will be trained on the Adolescent Literacy Model strategies before the

2024-25 school year. Administrator interviews also revealed numeracy initiatives (i.e., math lab) have been implemented for targeted tenth-grade scholars to increase math CERT scores. According to the principal's presentation, the number of Algebra I students who scored proficient or above on the winter CERT administration was 36 compared to three students during the fall administration. Likewise, ECE students' scores increased from zero students proficient or above on the fall administration of Algebra 1 to five on the winter administration, and two students scored proficient or above on the 2023 winter administration of the geometry assessment, which was an increase from zero students on the fall 2023 administration.
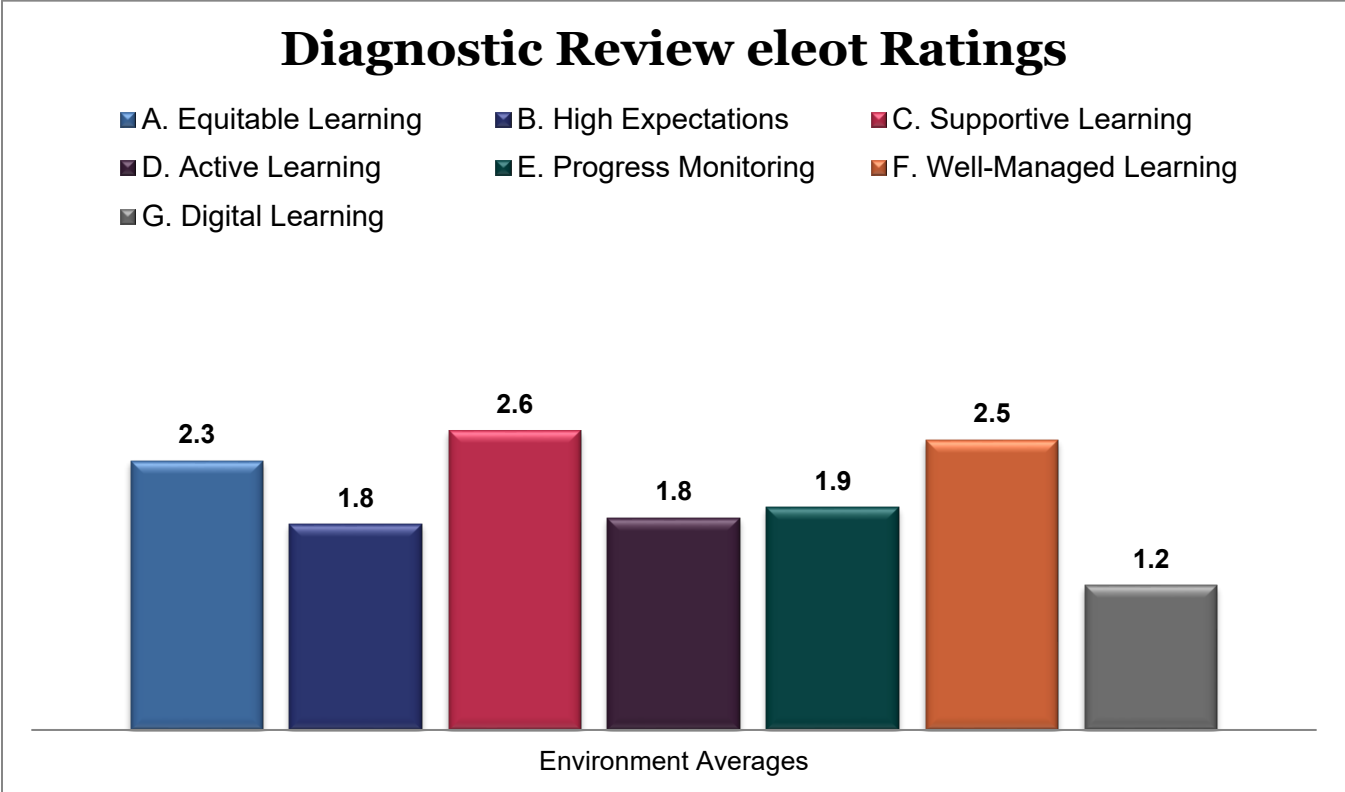
Finally, PLC teams will reflect on their current practices and set goals for improving the implementation of the PLC process. All ninth through eleventh-grade core teachers will review CERT data as a team and build instructional strategies for continued growth and improvement in math and reading. These objectives and strategies support the seven goals established by the school related to student proficiency, the achievement gap, English learners' (EL) progress, quality of school climate and safety, post-secondary readiness, and graduation rate.

The goal related to proficiency focused on improving student achievement in reading on the Kentucky Summative Assessment (KSA) from 30 percent in May 2023 to 43.3 percent in May 2027 and improving student achievement in math from 15 percent in May 2023 to 37.9 percent in May 2027. Activities identified by the school to achieve these goals are related to collaboration, PLC meetings, and professional learning for all teachers. The team reviewed PLC meeting documents showing the framework, data analysis, and next steps to improve learning and engagement. Survey results and interviews revealed that educators have an improved understanding of PLCs. The school collected data through the PLC Systems Check survey administered in the fall of 2021. According to these survey results, 60 percent of educators chose the statements, "we are still talking in general about data" and "don't have a common reporting tool," and 12.7 percent of educators selected the statement, "We do not discuss data at all yet." The Cognia survey revealed that 77 percent of educators agreed/absolutely agreed that "In the past 30 days, they participated in learning experiences that increase their knowledge and skills (22)." Also, 83 percent of educators agreed/absolutely agreed that "In the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)." The team encourages the school to continue improving professional learning, planning, and processes related to PLC meetings at Seneca High, as evidence revealed that all PLC meetings do not have a common strategy for data analysis that focuses on student achievement.

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 39 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.

Diagnostic Review eleot Ratings

Legend:
- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

Environment Averages:
- A: 2.3
- B: 1.8
- C: 2.6
- D: 1.8
- E: 1.9
- F: 2.5
- G: 1.2

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.	97%	0%	3%	0%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	18%	59%	23%
A3	3.2	Learners are treated in a fair, clear, and consistent manner.	0%	10%	59%	31%
A4	2.0	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.	46%	26%	13%	15%
Overall rating on a 4-point scale:		2.3				

B. High Expectations Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	28%	51%	21%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	33%	51%	13%	3%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	51%	36%	13%	0%
B4	1.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	46%	44%	10%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	31%	54%	15%	0%
Overall rating on a 4-point scale:		1.8				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	8%	46%	44%	3%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	18%	46%	31%	5%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	26%	62%	8%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	18%	54%	23%
Overall rating on a 4-point scale:		**2.6**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	36%	51%	10%	3%
D2	2.1	Learners make connections from content to real-life experiences.	23%	49%	26%	3%
D3	2.1	Learners are actively engaged in the learning activities.	13%	67%	18%	3%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	74%	18%	8%	0%
Overall rating on a 4-point scale:		**1.8**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	33%	49%	18%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	28%	44%	26%	3%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	36%	36%	26%	3%
E4	1.8	Learners understand and/or are able to explain how their work is assessed.	49%	21%	28%	3%
Overall rating on a 4-point scale:	**1.9**					

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	3%	23%	49%	26%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	38%	46%	10%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	23%	46%	23%	8%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	13%	56%	23%	8%
Overall rating on a 4-point scale:	**2.5**					

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.	77%	10%	13%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	87%	5%	8%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	87%	8%	5%	0%
Overall rating on a 4-point scale:		**1.2**				

eleot Narrative

The Diagnostic Review Team conducted 39 observations in core content classrooms. The team also conducted informal observations in common areas. Collectively these data provided the team with insight into the learning environments.

The team observed strengths and emerging strengths in some learning environments. For example, the Equitable Learning Environment received an overall average rating of 2.3 on a four-point scale and contained two areas of strength. First, the team observed that students had equal access to the resources. It was evident/very evident in 82 percent of classrooms that students "have equal access to classroom discussions, activities, resources, technology, and support (A2)." Next, students also were observed to be treated in a "fair, clear, and consistent manner (A3)", as this was evident/very evident in 90 percent of classrooms.

Emerging strengths were identified in both the Well-Managed and Supportive learning environments. Most students were respectful to adults. For example, the team observed that in 75 percent of classrooms, it was evident/very evident that students "speak and interact respectfully with teacher(s) and each other (F1)." It was evident/very evident in 77 percent of classrooms that students "demonstrate a congenial and supportive relationship with their teacher (C4)." In addition, another emerging strength was observed in the assistance that teachers provided to students during class. It was evident/very evident in 70 percent of classrooms that students "are supported by the teacher, their peers, and/or other resources to understand the content and accomplish tasks (C3)."

The team suggests the school leverage its strengths and emerging strengths by building on these positive systems for school improvement. For example, student collaboration was inconsistently observed, as it was evident/very evident in 31 percent of classrooms that students "collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." However, by leveraging how well students interact with one another, the school could incorporate more frequent student collaboration, including online collaboration via platforms such as Google.

The team also identified several areas that need intensive attention. The school is encouraged to delve deeply into these observational findings to identify areas of focus. One area of concern was the lack of differentiation. Instances of students who had "differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in three percent of classrooms. The team noted that data-informed instruction rarely

occurred in most classrooms. Most students worked on the same assignments. Also, the level of rigor in most classrooms was low, and often, the lesson pacing was too slow. The High Expectations Learning Environment earned an overall average rating of 1.8. In 10 percent of classrooms, students engaging in "rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident. Also, in 16 percent of classrooms, it was evident/very evident that students "engage in activities and learning that are challenging but attainable (B2)."

In many classrooms, instructional time was not fully used for student learning. Valuable time was often lost due to student disruptions and a lack of teacher organization, preparation, and consistently implemented routines. In many classrooms, transitions from one activity to another resulted in long periods of lost time. The team suggests that the school plan instruction that challenges students at higher levels and actively engages them in learning. In 21 percent of classrooms, it was evident/very evident that students "are actively engaged in the learning activities (D3)", and in 31 percent of classrooms, students "use class time purposefully with minimal wasted time or disruptions (F4)."

The Diagnostic Review Team was concerned about the lack of students using technology to accomplish high-level tasks and collaborate with peers. Also, students could rarely articulate how they were assessed, which provides an area of needed improvement. Again, the team encourages the school to build on its strengths to improve practices in all classrooms.

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, communicate, implement, and monitor explicit classroom expectations that ensure rigorous and engaging learning for all students.

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

Findings:

The team found that a more systematic process was needed to support teachers in delivering rigorous and engaging instruction to all students aligned with the level of the Kentucky Academic Standards (KAS). Based on observational data, 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)." The student performance data revealed that students performed below state averages in all subject areas on the KSA, indicating that further work is needed in developing and implementing rigorous classroom instruction. Further, observational data also indicated that teachers need support to implement strategies that increase student engagement and create connections to real-world experiences. For example, in 29 percent of classrooms, it was evident/very evident that "Learners make connections from content to real-life experiences (D2)." Additionally, it was evident/very evident that "learners are actively engaged in the learning activities (D3)" in 21 percent of classrooms. Student survey results aligned with the observational data where 55 percent of students agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that made me think in new ways (15)."

Stakeholder interviews and artifacts provided by the school (i.e., Embedded Professional Development Plan/Do/Study/Act, Targeted Coaching for New Teachers, Coaching and Mentoring Professional Practice, curricular documents/maps, ECE targeted collaboration and support) revealed that an effort is being made to implement and support teachers with new instructional practices through professional learning and collaboration. However, the team found the lack of a clearly communicated and consistent method for implementation. Instead, these practices were occurring in pockets, and implementation on a universal and systematic basis was not observed. Student survey data and observations corroborated what the team observed through evidence, as 56 percent of students agreed/absolutely agreed that "In the last 30 days, I had lessons that make me want to learn new things. (12)" Contrary to student surveys, family survey data revealed perceptual differences. Family survey data revealed that 74 percent of families agreed/absolutely agreed that "the adults have high expectations for learning (10)," while 68 percent of educators agreed/absolutely agreed with the same statement (12). Additionally, when students were asked to identify which phrases best describe "what learning looks like most of the time in your classes (21)", 62 percent of students chose "Listen to teachers talk", 54 percent chose "Do the same work as everyone else," and 49 percent chose "Take notes."

The team noted the school lacked a clear and consistent plan to prioritize the implementation of rigorous, engaging instruction. A defined school-wide instructional process is needed according to student performance data, observations, and interviews. Additionally, the school leaders and staff lacked a systematic follow-up process for walkthroughs to provide feedback about classroom observations. Seneca High administrators use walkthrough forms and processes; however, during staff interviews, it was noted that walkthrough data was not shared to assist in enhancing classroom practices. An instructional process that includes targeted professional

learning around rigorous and engaging instructional strategies along with the systematic monitoring of these implemented strategies will support the school in increasing student outcomes.

The Diagnostic Review Team suggests that school leaders refine the current professional development process and plan. The team also encourages school leaders to provide teachers with explicit professional learning about high-quality instructional practices (e.g., rigor, relevance, high-leverage questions, small group instruction, differentiated instruction, data analysis) and ensure teachers implement strategies and deliver instruction at the level of rigor aligned with KAS. Further, the team recommends that instruction be scaffolded to meet student needs.

Improvement Priority 2

Refine the existing systematic process for monitoring, evaluating, and adjusting curriculum, instruction, and assessments. Analyze data from multiple sources and use findings to inform the development of rigorous learning tasks.

Standard 22: Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

Findings:

The team found that a more systematic process for data collection and review was needed to monitor instructional practices, student needs, and teacher expectations. Student performance data revealed that students performed significantly below state averages in all content areas on the ACT. While the school has taken steps to gather input and feedback from staff related to the implementation of PLCs and the subsequent needs of teachers and PLC leads to further improve the PLC process, additional refinement is needed. According to the PLC Systems Check Results from Fall 21-22 document, 50 percent of PLC leads responded that they understand their responsibilities as a PLC lead. This document also provided the action steps the school identified as a result of the feedback. In the same document, the Fall 22-23 Survey Results section revealed feedback provided by the staff from the subsequent school year. While the school has taken action to gather feedback and adjust practices, the team did not observe a defined, consistent, and systematic process for data collection, analysis, and use of data to adjust instruction to meet students' needs.

Classroom observational data revealed that teachers are not adjusting instruction to meet students' identified needs. In three percent of classrooms, it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Similarly, student surveys revealed that 45 percent of students agreed/absolutely agreed that in the past 30 days, they had "lessons that were changed to meet my needs (13)." The team also observed that in 31 percent of classrooms, it was evident/very evident that "learners understand and/or are able to explain how their work is assessed (E4)", corroborating observational findings showing a lack of assessment opportunities, rigor, and instructional strategies. Additionally, according to observational data, it was evident/very evident 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)" in 10 percent of classrooms and evident/very evident in 16 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." Although the school has identified staff members to provide differentiated instructional practices for ECE students and ELs, classroom observations revealed that students were provided few differentiated learning opportunities. Evidence supports the need for the school to develop a plan focused on implementing instructional practices that align with student achievement and walkthrough data. Additionally, this plan should support teachers in providing differentiated, standard-based, rigorous, and engaging instructional opportunities to meet the needs of each individual student.

Stakeholder interviews revealed a need for school administrators to be more involved in consistently communicating school data and progress outcomes to all stakeholders and guiding next-step responses to the results of data analyzed by instructional staff. The team recommends that school leaders design, implement, monitor, and evaluate a systematic instructional process that (1) ensures the use of evidence-based instructional practices that prompt and support active learning, (2) is responsive to individual student needs, and (3) clearly informs students of learning expectations and standards of performance. Survey data supported the need for a clear process, as 45 percent of students agreed/absolutely agreed that "in the last 30 days, I had lessons that were changed to meet my needs (13)", while 58 percent of family members agreed/absolutely agreed that in the last 30 days my child "had instruction that was changed to meet their needs (15)." Educator survey data showed a different perspective than that of student and family survey data, as 86 percent of educators agreed/absolutely agreed that in the last 30 days they delivered "instruction that considers learners' needs, interests, and potential (8)."

Finally, the team suggests the school continue to refine PLCs to prioritize the continuous data collection and review process to assess, evaluate, and provide actionable feedback on instructional practices and student progress. This process will guide teachers in the adjustment of curriculum and instruction to meet the individual needs of all students and advance learning.

In conclusion, the Diagnostic Review Team suggests that school leaders refine the current data collection and review process to provide explicit feedback to improve teachers' instructional capacity. Also, the team encourages teachers to use the data collection and analysis process to guide instructional planning and ensure that instruction and student learning tasks are at the appropriate level of rigor and teaching is scaffolded to meet student needs based on data.

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.

Leadership Capacity in Diagnostic Review

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

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

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

> ☐The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.

> ☒It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

> ☐It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

> ☐It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal has exhibited a strong passion for the school, staff, and students. This resonated during interviews with stakeholders. Most stakeholders describe the principal as possessing a positive, caring, and responsive approach to the needs of both students and staff. The administration regularly seeks input from stakeholders in an effort to understand their needs, and he utilizes the results in some school decision-making. The principal's willingness to accept feedback has established a level of trust and respect with the school community.

An area of school improvement in which the principal has displayed a strong level of commitment is toward the achievement of students with disabilities. The principal has allocated school resources to expand the ECE staff with the addition of an implementation coach, guidance counselor, assistant principal, a board certified behavior analyst, and two instructional assistants. Also, a certified teacher is assigned to the Credit Recovery Lab to provide support to students and maintain pace toward graduation. This commitment has resulted in an increase in post secondary readiness for students with disabilities from 24 percent in 2021-22 to 54.1 percent in the 2022-23 school year. The team recognized the significant improvement in the students with disabilities graduation rate that exceeded the graduation rate in the category of all students during the 2021-22 and 2022-23 school years.

While the principal routinely collects data from multiple sources, there is limited evidence to support an effective Tier 2 and Tier 3 intervention program to meet the individual needs of all students. The principal has established a structure for professional learning communities to review data during this time. Consequently, the principal presentation, review of evidence, artifacts, and interviews revealed limited evidence to support the full implementation of a continuous improvement process (i.e., plan, do, study, act). Multiple sources of data, (e.g.,

CERT, common formative assessments, attendance, KSA, and behavior), are collected and analyzed. The Diagnostic Review Team acknowledges the existence of a process to collect and review data, but there was little evidence to support the development and implementation of action plans to improve student performance. The principal would be well served to provide professional learning opportunities for all staff members and to establish protocols for the analysis and use of data to plan next steps to meet the needs of each individual student.

Finally, the team feels one of the principal's greatest attributes is his commitment to the whole child and maintaining a sense of community within the school. This is apparent with the implementation of the bullying intervention program, the addition of the home school coordinator, additional mental health counselor, school celebrations, and the Cultural Extravaganza. The principal has clearly created a culture of care and concern for the greater Seneca High community.

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 eleot 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
Dr. Shawn Johnson	Dr. Shawn Johnson currently serves as the superintendent of Clarendon County School District. He formerly served as superintendent of Barnwell School District 19 in Blackville, South Carolina. Before becoming a superintendent, Shawn served as principal, school board member, assistant principal, and classroom teacher in various school districts in South Carolina. Shawn recently served as a South Carolina Department of Education Third Judicial Circuit board member.
Tim Huddleston	Tim Huddleston currently serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education (KDE), working with Additional Targeted Support and Improvement (ATSI) schools. He has been in education for almost 30 years, with experiences that include being a middle school classroom educator, high school assistant principal, middle school principal, high school principal, and school improvement specialist. For the past five years, he has been actively involved with school improvement work K-12 and has extensive experience with analyzing data, curriculum, instruction, assessments, and systems. He completed the School Improvement Specialist (CSIS) and National Institute of School Leadership (NSIL) programs.
Vickie Grigson	Vickie Grigson has 38 years of experience in education, including the roles of teacher, instructional coach, and principal. She has served as an Educational Recovery Specialist (ERS) and ERL for the KDE and continues to work part-time as a Diagnostic Review Lead. Vickie has worked with Cognia as a presenter of instructional strategies and best practices in education. She currently works part-time as a principal mentor and instructional coach in central Kentucky.
Dr. Adrianna Muster	Dr. Adrianna F. Muster is an experienced educator with 16 years of experience. She has served in various roles in Kentucky schools, including teacher, instructional coach, intervention and assessment coach, and building assessment coordinator. Adrianna has worked with teachers at different grade levels in both rural and urban school districts, providing mentorship and coaching. She is passionate about improving educational practices and helping students succeed. Her expertise lies in curriculum development, instructional strategies, and data analysis. She is dedicated to creating a positive and inclusive learning environment for all students.
Deidra Hightower	Deidra Hightower is in her fifth year as a Continuous Improvement Coach for the KDE. In this position, she supports schools and districts in implementing sustainable systems as they close achievement gaps and positively impact student growth through continuous improvement. Deidra's professional background includes over 10 years of experience as a classroom teacher and two years as an Instructional Transformation Coach for the KDE.

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.	3
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.	2
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.	3

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.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	2

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	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
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.	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.	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.	3

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.	2

Student Performance Data

2022-23 Kentucky Summative Assessment Performance Results

Content Area	%P/D School (22-23)	%P/D State (22-23)
Reading	32	46
Math	17	34
Science	*	11
Social Studies	20	38
Editing and Mechanics	28	45
On Demand Writing	25	42

*Student performance level data were suppressed for public reporting

Plus

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

Delta

- The percentage of students scoring proficient/distinguished was below the state average in reading, math, social studies, editing and mechanics, and on demand writing in 2022-23.

High School English Learner (EL) Progress

Group	School (22-23)	State (22-23)
Percent Score of 0	73	64
Percent Score of 60-80	20	26
Percent Score of 100	6	8
Percent Score of 140	1	2

Plus

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

Delta

- The percentage of ELs scoring zero points for progress was above the state average in 2022.
- The percentage of ELs scoring 60-80 points for progress was below the state average in 2022-23.
- The percentage of ELs scoring 100 points for progress was below the state average in 2022-23.
- The percentage of ELs scoring 140 points for progress was below the state average in 2022-23.

Percentage of Students Meeting Benchmarks on ACT

Content Area	School (22-23)	State (22-23)
English	27	47
Reading	25	44
Math	11	33

Plus

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

Delta

- The percentage of students meeting the ACT benchmark was below the state average in English, reading and math in 2022-23.

Graduation Rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2022-23	86.5	91.4	83.1	92.5

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 in 2022-23.
- The percentage of students graduating in the five-year cohort was below the state average in 2022-23.

Post Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2022-23	77.1	79.1	81.6	83.4

Plus

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

Delta

- The percentage of students who were post-secondary ready in the school category was below the state in 2022-23.
- The percentage of students who were post-secondary ready in the with high demand category was below the state in 2022-23.

2022-23 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	32	17	*	20	28	25
Female	34	14	*	24	37	31
Male	30	20	*	16	19	19
African American	21	*	*	14	17	19
American Indian or Alaska Native	*	*	*	*	*	*
Asian	54	31	*	14	33	25
Hispanic or Latino	24	12	*	11	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	38	*	*	27	*	*
White (non-Hispanic)	49	26	*	35	45	37
Economically Disadvantaged	30	15	*	21	28	26
Non-Economically Disadvantaged	38	*	*	18	26	24
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	36	19	*	21	31	27
English Learner Including Monitored	8	5	*	*	*	*
English Learner	8	5	*	*	*	*
Non-English Learner	40	21	*	26	36	33
Non-English Learner or Monitored	40	21	*	26	36	33
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	32	16	*	20	27	25
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

Plus

- The percentage of female, two or more races, and non-EL scoring proficient/distinguished was greater than all students in reading.
- The percentage of male, non-EL, and non-gifted and talented students scoring proficient/distinguished was greater than all students in math.
- The percentage of female, two or more races, economically disadvantaged, and non-EL scoring proficient/distinguished was greater than all students in social studies.

Delta

- The percentage of African American, Hispanic or Latino, EL, and economically disadvantaged students was less than all students in reading.
- The percentage of female, Hispanic or Latino, economically disadvantaged, EL, and non-gifted and talented students was less than all students in math.
- The percentage of male, African American, Asian, Hispanic or Latino and non-economically disadvantaged students was less than all students in social studies.

Schedule

Tuesday, January 16, 2024

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

Wednesday, January 17, 2024

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

Thursday, January 18, 2024

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

Friday, January 19, 2024

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