



Cognia Diagnostic Review Report

Results for:
Shelby Academy

November 28 - December 1, 2022

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the school’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, school 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 school quality and guide continuous improvement.

When this school 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 school 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 school’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	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	2
Certified Staff	15
Noncertified Staff	4
Students	64
Parents	6
Total	95

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 a school that is continuously improving. The standards provide the guideposts to becoming a better school. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the school demonstrates

effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the school. 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 school to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your school's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

The Diagnostic Review Team examined the school's Turnaround Plan (i.e., based on the 2019-2020 Improvement Priorities) and the strategic 30-60-90-day plan to establish the current improvement priorities. The 30-60-90-day plan is a document created by the administration to support the execution and monitoring of the school's Turnaround Plan. The 30-60-90-day plan is comprised of three strategic initiatives known as big rocks. According to the plan, the first big rock is the adherence to the Jefferson County Public School Instructional Framework, the professional learning communities (PLCs), and data-driven instruction. The school's intentional focus on deeper learning and personalized learning is labeled as big rock two. The final big rock is racial equity as a way of being able to act as a bridge to justice. Based on a review of artifacts, evidence, and interviews, the Diagnostic Review Team found that the entire instructional staff had put forth a concerted effort to improve discipline and change the school culture, which aligns with big rock number three that addresses racial equity as a bridge. According to the educator survey, when asked, "Which four words best describe, in general, your school's culture (24)", 72 percent of educators and 85 percent of families (20) selected "welcoming" to describe the culture. In addition, the school has made great strides in improving discipline using the following behavior initiatives: Positive Behavior Interventions and Supports (PBIS), restorative practices, and Shark Way.

Although pockets of the 30-60-90-day plan implementation were evident throughout the school, interview data revealed that some stakeholders were unaware of the two congruent plans (i.e., Turnaround and 30-60-90-day). Interview data showed a lack of consistency about who was involved in developing the 30-60-90-day plan to support the continuous improvement process. In addition, most stakeholders were unable to identify or verbalize their respective roles in executing both plans or articulate how the plans were changing adult practices and behavior and increasing student achievement. Additionally, interview data suggested that teachers had input in developing the school's mission statement and the revision process. However, interviews showed that this practice was inconsistent among stakeholders. Many stakeholders could not identify how their respective roles aligned with implementing the school's mission statement. The review team suggests that the administration align stakeholder roles to the continuous improvement plans and mission statement for the execution of future improvement priorities.

The turnaround and 30-60-90-day plan encompassed monitoring and measurement initiatives that address the implementation and effectiveness of the plan, including fidelity checks for PLCs, corrective instructional action plans, acceleration plans, continuous improvement tools, and the Measures of Academic Progress (MAP) assessments administered in the fall, winter, and spring. Classroom observation, interview, and stakeholder perception data validated that classroom instruction was primarily teacher driven at a depth of knowledge level 1. While the team observed a few evidence-based instructional strategies, implementation was inconsistent across the school and provided limited opportunities for students to participate in academic discourse. In addition, a review of the school-generated assessments revealed that assessments generally consist of basic recall questions. This was also the case with learning targets that were often not written in student-friendly language, not aligned with the standards, and lacked the opportunity for students to reflect and self-assess. Stakeholder interviews and classroom observation data identified a need for instructional strategies that promote student engagement and differentiation in all classrooms.



The Kentucky Summative Assessment (KSA) results suggest the school had not established an effective process to monitor and adjust all programs, initiatives, services, and processes, including increasing teacher capacity to support and lead improvement initiatives. A review of the 2021-22 student performance data revealed that the school scored significantly below the state average on the KSA in reading in grades 3-5, math in grade 3, social studies in grade 5, and editing and mechanics in grade 5. Also, an examination of lesson plans and assessments provided by the school showed little evidence of a seamless alignment with the Kentucky Academic Standards, including the level of rigor needed for student proficiency.

A review of documents and artifacts and interview and observation data confirmed that the school has a consistent and sustainable structure for the execution of professional learning communities. Based on interviews and observations, teachers participate in daily grade-level PLC meetings and engage in an inquiry cycle to promote data-driven instruction. However, observation and interview data also suggested that the current PLC structure offers regulated opportunities for teachers to lead the initiative to build teacher efficacy and capacity. In addition, the current format lacked the support teachers need to strengthen their instructional capacity apart from the administration leading the initiative. Revising the current PLC structure to have teacher-led PLC meetings can promote ownership in initiatives, classroom and school-based assessments of and for learning, the selection of evidence-based strategies and interventions, and the desired outcomes of rigorous and engaging standards-based learning experiences as outlined in the school's turnaround plan.

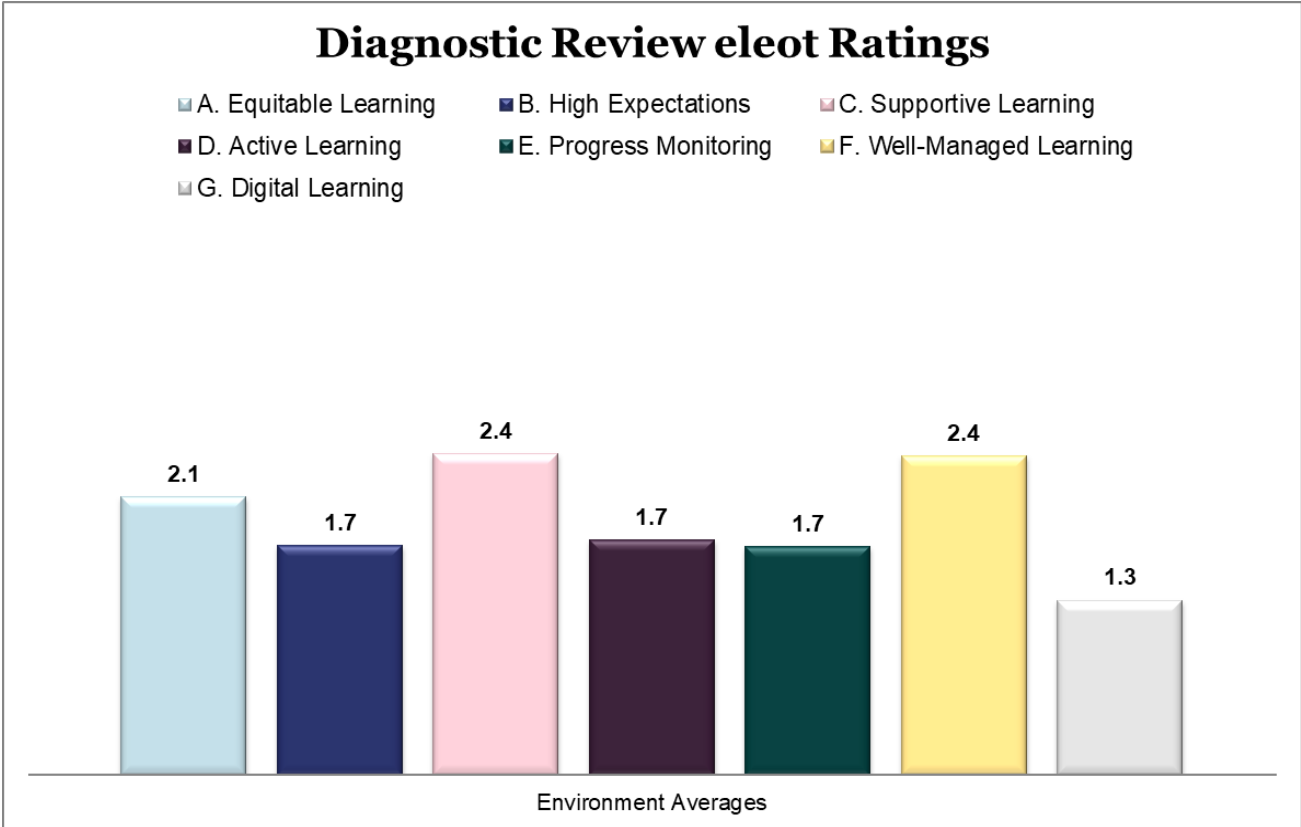
Potential Leader Actions:

- Identify a viable curriculum with high-quality instructional resources that aligns with the state content standards, uses a student-centered approach for learning, is evidence-based, and embeds formative assessments to ensure that instruction is adjusted to meet the needs of all learners.
- Add a component to the school's current decision-making process that delineates stakeholder roles in implementing continuous improvement plans.
- Create goals for the decision-making process that include desired outcomes for each role, an explanation of how the role(s) should be executed, and a communication protocol.
- Establish a formal plan to implement distributive leadership. Include a rationale and the desired outcomes. Embed authentic opportunities that are real-time and measurable and create a timeline for successful implementation.

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 14 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	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	40%	60%	0%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	60%	27%	13%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	0%	27%	67%	7%
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.	80%	13%	7%	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	1.7	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	47%	40%	13%	0%
B2	1.7	Learners engage in activities and learning that are challenging but attainable.	40%	47%	13%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	67%	27%	7%	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).	47%	47%	7%	0%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	20%	53%	27%	0%
Overall rating on a 4-point scale:		1.7				

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	13%	40%	47%	0%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	13%	53%	33%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	13%	33%	53%	0%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	20%	67%	0%
Overall rating on a 4-point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	27%	60%	13%	0%
D2	1.6	Learners make connections from content to real-life experiences.	53%	33%	13%	0%
D3	2.2	Learners are actively engaged in the learning activities.	20%	47%	27%	7%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	73%	27%	0%	0%
Overall rating on a 4-point scale:			1.7			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	67%	20%	13%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	13%	73%	13%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	20%	73%	7%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	60%	40%	0%	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	2.7	Learners speak and interact respectfully with teacher(s) and each other.	13%	13%	67%	7%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	47%	40%	0%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	27%	20%	53%	0%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	13%	60%	20%	7%
Overall rating on a 4-point scale:			2.4			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.9	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	33%	53%	7%	7%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	100%	0%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 14 classroom observations in core content classes. These observations provided insight into the school's instructional practices and student learning. The team identified several emerging strengths. For instance, it was evident/very evident in 74 percent of the classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." It was also evident/very evident in 67 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with teachers (C4)." While the team observed mutual respect among teachers and students, it was evident/very evident in 40 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with other students (F2)." Disruptive behaviors were observed during the literacy and workshop models when learners participated in independent stations. The lack of consistently implemented structures and routines for students to transition from one activity to another or between classes may have contributed to it being evident/very evident in 27 percent of classrooms that "Learners use class time purposefully with minimal wasted time or disruptions (F4)." These two indicators lend themselves to possible opportunities to leverage change to ensure that the learning environment is consistently conducive for learning.

In most classrooms, instruction was for the whole group with some attempts to implement differentiation. It was evident/very evident in zero percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Academic rigor is needed to support student achievement and mastery of grade-level standards; however, classroom observation data revealed it evident/very evident in seven percent of classrooms that "Learners engage in rigorous coursework discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, and synthesizing) (B4)." In addition, it was evident/very evident in 13 percent of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)", and most instruction was teacher-driven as it was evident/very evident in 13 percent of classrooms that "Learners' discussions/dialogue exchanges with each other and teacher predominate (D1)." A synthesis of these data suggested a need for an evidence-based curriculum to increase student engagement and achievement.

Effective and continuous feedback allows learners to create learning goals for content mastery. However, it was evident/very evident in 13 percent of classrooms that "learners receive/respond to feedback (from teachers/peers/other resources to revise work (E2)", and in zero percent that "learners understand and/or are able to explain how their work is assessed (E4)", which was corroborated through student interviews, limiting the

probability that learners engage in self-assessment for learning. Students' inability to articulate how their work was assessed may be linked to learning targets that were seldom written in student-friendly language and frequently focused on the doing rather than on the desired learning and outcomes. It was evident/very evident in 13 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." In addition, the effective use of technology to enhance and increase student learning was seldom observed. For example, it was evident/very evident in 14 percent of classrooms that "Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)." A closer observation of technology use showed few instances of students using devices to research. For instance, it was evident/very evident in zero percent of classrooms that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." In zero percent of classrooms, it was also evident/very evident that "Learners use digital tools/technology to communicate and work collaboratively for learning (G3)." Based on observation and interview data, the use of technology to support student learning and achievement was relegated to assignments that required basic recall. Technology use could help motivate students to want to learn. The team suggests providing teachers with assistance to learn how to incorporate technology into student learning tasks.

Potential Leader Actions:

- Develop rigorous assessments that align with the state's standards and use the state's assessment blueprint to increase proficiency and mastery of the standards.
- Refine the current process for instructional staff to include the consistent analysis of formative/summative assessment data and use the findings to verify learner progress and modify instructional practices to improve student learning.
- Develop, implement, and monitor a system that provides immediate, specific, and actionable feedback to teachers to increase rigor, differentiation, and high expectations to improve teacher capacity in delivering evidence-based instruction.
- Embed evidence-based instructional resources and technology into the instructional design and delivery.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the school 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 a culture of inquiry, reflection, and dialogue for teachers about evidence-based instructional practices that builds on teachers' current capacity for using data to develop and measure students' progress on learning goals. Use findings from data analysis to inform and adjust instruction (e.g., differentiate) to meet students' unique learning needs.

Standard 25: Leaders promote action research by professional staff members to improve their practice and advance learning.

Findings:

Based on a review of documents and artifacts and observation and survey data, the team identified a need for PLCs to be restructured to build teacher instructional capacity and efficacy around using data to change instructional practices and promote high expectations for students. Staff interviews revealed that a foundational structure exists for teacher collaboration to implement the current PLC model. According to survey data, staff members believe they work together. For example, in response to the prompt, "Which four words do you think best describe, in general, the interactions you experience with your colleagues (26)", 82 percent of educators selected the word "collaborative." However, while the team verified collaboration among educators, further analysis of the current PLC structure via interview and observation data revealed that PLC meetings are often led by the administration, which limits teachers' control of instructional decisions for lesson and unit planning, the identification of specific evidence-based strategies, and the creation of assessments (i.e., formative and summative) aligned to standards.

Classroom observation data revealed inconsistencies in the delivery of instruction. These data suggested an absence of higher-order thinking and questions to promote problem solving. Instruction in most classrooms was whole group, and questions and lessons occurred at a depth of knowledge level 1. These findings were substantiated by eleot observations, where it was evident/very evident in zero percent of classrooms that instruction was not differentiated (e.g., content, process, or product) to meet the individual needs of learners (A1). Student survey data showed that 69 percent of learners agreed/absolutely agreed, "In the past 30 days, I had lessons that were changed to meet my needs (13)." When learners were asked, "What four phrases best describe what learning looks like most of the time in your classes," 57 percent of students selected "complete worksheets," and 58 percent selected "listen to teachers talk (21)." In addition, 69 percent of learners agreed/absolutely agreed that "In the past 30 days, I had lessons that made me think in new ways (15)." The educator survey results showed that in response to the question, "at my school, we provide an instructional environment where all learners thrive (9)", 71 percent agreed/absolutely agreed.

The school embeds the Multi-tiered System of Supports (MTSS) into the workshop model to ensure that students have access to grade-level curriculum. Data-driven instruction drives the interventions, and progress monitoring for MTSS occurs in the classroom and during PLC meetings. According to interviews, students can move fluidly among the tiers based upon six to eight weeks of data collected by the teacher that identifies students' present level of performance. Structures and some processes exist for the implementation of MTSS. However, based on the review of artifacts (i.e., acceleration and Turnaround plan), the school lacked a clear plan for how and why evidence-based strategies, curriculum, and interventions are identified and selected for intervention, remediation, and acceleration for all three tiers.



Finally, the Diagnostic Review Team found that technology was seldom used to support and enhance classroom instruction. The team observed technology used to retrieve information from the Internet for copying purposes or the Lexia program during guided reading/intervention. Thus, observation data revealed that in zero percent of classrooms, it was evident/very evident that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).”

Potential Leader Actions:

- Create and communicate the role of the academic coach in supporting teachers in guided planning (e.g., lesson planning, instructional practice, assessment for and use of learning).
- Develop a system for teachers to monitor the impact of implemented strategies and determine adjustments that need to be made to the instruction.
- Empower academic coaches to support teachers in data collection, analysis, and instructional modifications to build teacher capacity to meet individual learners’ needs through differentiation.
- Expand the current monitoring system to include implementation and effectiveness measures that monitor instructional strategies for student learning outcomes and adjust as appropriate.
- Continue building on and strengthening the school’s current MTSS process to include the identification, selection, and inclusion of evidence-based interventions and programs for all students that will generate positive results from Tier I instruction and decrease the number of students receiving support at Tiers II and III.

Improvement Priority 2

Develop a system that promotes distributive leadership among all administrators and supports teachers in taking the initiative for owning individual and shared responsibilities to execute and monitor the continuous improvement plan.

Standard 9: Leaders cultivate effective individual and collective leadership among stakeholders.

Findings:

A review of documents and observation and interview data showed a need for the administration to create conditions that empower teachers to improve teaching and learning. In addition, the team found limited evidence that supports how stakeholders are consistently included in the decision-making process (e.g., selecting evidence-based strategies and identifying and determining outcomes). Interview data suggest that the current Data-Driven Instruction Model is not implemented with fidelity throughout the entire school. According to stakeholder interviews and a review of documents, assessments are created by the administration and often lack the rigor needed for students to master the standards. The school employs a Plan, Do, Study, Act (PDSA) approach to implement, monitor, and adjust the continuous improvement plan. Interview data suggested that only the administrators lead the analysis and adjustment component of this process.

While the team identified that leadership was working to engage stakeholders in supporting the school's priorities to promote academic growth and well-being for learners, interview data and a review of documents suggested the effort is mostly for compliance and lacks genuine input from all stakeholders. A review of the school's Progress Towards Proficiency 2022-Current State document indicates a plan exists to transition collaborative planning from the principal to other administrators, coaches, and eventually teachers. However, based on the review of the Turnaround Plan, Progress Towards Proficiency 2022-Current State document, and interviews, the team found no evidence of a formal plan or timeline for the execution (i.e., how and when) of this initiative. Additionally, the team found a lack of stakeholder involvement in evaluating and monitoring the effectiveness and implementation of the current continuous improvement plans. When interviewed, most stakeholders reported a lack of knowledge about developing and implementing the continuous improvement plans. The school is also encouraged to include all stakeholders in the continuous improvement planning process (e.g., identify needs, select interventions/strategies, plan strategy implementation, implement plan/strategies, examine implementation/effectiveness, and adjust as needed).

Potential Leader Actions:

- Create an agenda for weekly administrative meetings incorporating strategic thinking to empower team members to carry out their roles and responsibilities for teacher growth.
- Develop a plan to transition from administration- to staff-led PLC meetings. Include identified goals and desired outcomes for PLC meetings and create timelines for implementing and monitoring PLC meetings for quality and fidelity.
- Identify professional learning opportunities that administrators and teachers may need to prepare and succeed for the full implementation of PLC meetings.
- Develop a system of communication among administrators, so there is a coherent and consistent process of sharing by modeling and growing teachers to work towards the schoolwide goals and priorities.
- Establish a distributive leadership process to hold one another accountable for improving, building, and supporting the instructional capacity.



Your Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the school 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 school in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the school 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 school's continuous improvement efforts.
- Celebrate the successes noted in the report.



Principal Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround of Shelby Academy. The principal at Shelby Academy has demonstrated the ability to lead the school's turnaround process. The principal has taken ownership of the identified improvement priorities from the 2019 Diagnostic Review as evidenced by the Turnaround Plan and the 30-60-90 day continuous improvement process to progress monitor strategies and initiatives designed to address the improvement priorities.

The principal has also demonstrated an obvious passion and an action-based belief that all students at Shelby Academy can be successful. This belief, modeled in her daily actions, has garnered support from the staff, community, and students as evidenced in the Cognia Stakeholder surveys and interviews. Additionally, the principal has improved discipline and created a culture of mutual respect through setting clear behavioral expectations using Positive Behavior Interventions and Support (PBIS), restorative practices, and Shark Way as evidenced by observations, interviews, and artifacts. Currently, these initiatives have not yet resulted in improved student achievement results.

Perhaps the greatest strength of this principal is her commitment to designing systems that drive a continuous improvement approach focused on student learning. The PLC design allows opportunities for teachers to implement the PDSA/Data-Driven Instruction (DDI) process to plan rigorous engaging standards-based learning experiences that are multicultural by nature. The PLC design also allows for an analysis of common formative assessments (CFAs), benchmark, and unit assessments to determine instructional supports for students. While the principal has demonstrated the ability to design and manage systems of change, a lack of shared ownership in the transfer of the lesson design into the implementation of rigorous, engaging standards-based learning

experience still exists as evidenced by elect data and artifacts. For the school to leverage the improvement of current systems and teacher efficacy, the principal would benefit from using a distributive leadership approach to capitalize on the diverse backgrounds, knowledge, skills, creativity, and motivation of teachers and administrators. Building on the school's improvement efforts depends heavily on engaging the workforce in the design and implementation of instructional systems and in performance accountability through a safe, trusting, and collaborative work environment.



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
Dr. Linda Massenburg	Dr. Linda Massenburg has 22 years of experience as an educator in rural and urban school settings. She has served as a principal and special education teacher and worked at three state departments (i.e., Georgia, South Carolina, and Tennessee) as a Transformation Coach, Regional Director of School Turnaround, and Director of Alternative Education and Magnet Schools. Also, Dr. Massenburg has worked as a consultant on equity-related issues, leadership, funding, and special education. She is currently a Director of Institutional Improvement at Cognia. In her role at the state level, she created grants that supported the academic needs of students at Priority, Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement Schools. She also created grants for the recruitment and retention of high-performing school leaders using implementation and effectiveness measures that supported equitable practices.
Todd Tucker	Todd Tucker has served as an Educational Recovery Director at the Kentucky Department of Education. This position oversees the turnaround efforts of recovery staff and provides direct support to turnaround schools across the state. Mr. Tucker is a certified National Institute for School Leadership (NISL) facilitator. He is also a certified Jim Shipley Systems leadership and classroom systems trainer. Mr. Tucker has been an educator for 43 years, serving as a middle school teacher, high school principal, Highly Skilled Educator, and an Educational Recovery Leader with the Kentucky Department of Education.
Misti Logsdon	Misti Logsdon has 24 years of experience in education, having taught kindergarten through fifth grade. In addition, Misti has served as a Curriculum Coordinator, Gifted and Talented teacher, Building Assessment Coordinator, and currently as a District Elementary Instructional Coach for Warren County Public Schools. Mrs. Logsdon has been a mentor and coach for all content areas at the school and district levels. She has also presented at the district level and state conferences on math and literacy instructional practices. In addition, she spent several years as the elementary co-director of the Western Kentucky University Writing Project.
Tara Griffith	Tara Griffith currently serves as an Educational Recovery Leader with the Kentucky Department of Education. She supports schools in effective practices related to school turnaround leadership, continuous improvement systems, positive school culture and climate, and instruction. Her professional career spans 24 years, including experience as a teacher and instructional coach at the elementary, middle, and high school levels and as a district administrator of curriculum, instruction, and assessment. In addition, she has been trained through the National Institute of School Leadership (NISL) program.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

A good school 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 school as well as behave in alignment with the stated values and norms. The school also demonstrates evidence that reflects the mission, beliefs, and expectations of the school (e.g., student work; physical appearance of the school; participation in school activities; parents' attendance at school 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 school 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 school 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 school 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 school 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 school's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The school'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 school'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 school'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 school's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	3

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3. Leaders actively engage stakeholders to support the school'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. Schools 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. Schools 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. Schools 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. Schools 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 school'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 school'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 school'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 school'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

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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 school. 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 school, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

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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 school'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 school'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 school'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 school'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 school'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 school'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 school'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 school's priorities.	1

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11. Leaders create and maintain school structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on school stability. The school'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 school's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on school stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The school'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 school's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on school stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The school's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The school'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 school stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The school'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 school'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.	1

Key Characteristic 3: Engagement of Learning

A good school 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 school adopts policies and engages in practices that support all learners being included in the learning process.

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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 school 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 school 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 school 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

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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 school 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.

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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 school 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 school 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 school 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 school 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 school 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 school 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 school 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 school 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

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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 school'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 school'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 school'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 school'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 School 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 School 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 School 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 School consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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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

School Name: Shelby Academy

2021-22 Kentucky Summative Assessment (KSA) Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	12	45
	4	*	46
	5	15	45
Math	3	7	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	9	37
Editing and Mechanics	5	8	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students scoring proficient/distinguished in reading, math, social studies and editing and mechanics writing in all grades was significantly lower than the state average.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	46	38
Percent Score of 60-80	40	28
Percent Score of 100	7	19
Percent Score of 140	4	9

Plus

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

Delta

- The percentage of students scoring zero and between 60-80 were significantly higher than the state average.
- The percentage of students scoring 100 and 140 was significantly lower than the state average.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	12	7	N/A	N/A	N/A	N/A
Female	13	*	N/A	N/A	N/A	N/A
Male	12	8	N/A	N/A	N/A	N/A
African American	7	*	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	14	*	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)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	11	7	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	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	12	8	N/A	N/A	N/A	N/A
English Learner Including Monitored	18	11	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	13	7	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	10	*	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	N/A	N/A
Non-Gifted and Talented	12	7	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

- Seven percent of all students in the third grade scored proficient/distinguished in math.
- Twelve percent of all students in the third grade scored proficient/distinguished in reading.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 4th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	*	*	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	*	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	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	*	*	*	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	*	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	*	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	*	*	*	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

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	15	*	N/A	9	8	*
Female	18	*	N/A	12	8	*
Male	*	*	N/A	7	*	*
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)	27	*	N/A	13	13	*
Economically Disadvantaged	*	*	N/A	*	6	*
Non-Economically Disadvantaged	*	*	N/A	*	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	18	*	N/A	11	9	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	19	*	N/A	11	9	*
Non-English Learner or Monitored	20	*	N/A	11	7	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	*	*	N/A	9	*	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Fifteen percent of all students in the fifth grade scored proficient/distinguished in reading.

Schedule

Monday, November 28, 2022

Time	Event	Where	Who
4:00 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 29, 2022

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

Wednesday, November 30, 2022

Time	Event	Where	Who
8:15 a.m.	Team arrives at school(s)	School	Diagnostic Review Team Members
8:45 a.m. – 3:30 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		
4:30 p.m. – 7:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 01, 2022

Time	Event	Where	Who
8:15 a.m. – 11:00 a.m.	Final Team Work Session	School	Diagnostic Review Team Members

