



# Cognia Diagnostic Review Report

Results for:  
The Academy @ Shawnee (High School)

December 5 - 8, 2022

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# Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	13
Noncertified Staff	8
Students	20
Parents	4
Total	61

## Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution

demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

## Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

### **Strengths and Continuous Improvement:**

Strengths that emerged at The Academy @ Shawnee (High School) were culture and community. Administrators and staff members have created a nurturing and welcoming culture and an overall positive, safe environment for students. During interviews, stakeholders referred to the school as a family. Stakeholders noted that the staff does whatever is needed to support students and each other. Administrators called students by name. Some stakeholders noted a family history of attending the school. Stakeholders and staff shared that the school's culture changed over the five years the current administration has been at the school. Artifacts indicated there is an attendance plan to aid in removing barriers for students. Staff shared that the administration has implemented initiatives to help shift the negative greater community and district perception of the school to a more positive one. The school added community resources for students and their families, including a healthcare clinic and a satellite district office to support families seeking employment and homeless assistance.

Stakeholders identified that one area of improvement they have seen in their school was increased safety. Administrative staff, teachers, and other staff members are visible in the hallways between and during classes and interact with students while classes change. Staff and students expressed an increased feeling of safety in the building over the last few years. Staff members operating as school security were stationed in hallways and ensured students moved safely throughout the building, and all visitors displayed the required credentials. Educator survey data confirmed the staff's feelings of safety; 84 percent of educators agreed/absolutely agreed "At my institution, we keep our learners' well-being as a priority in everything we do (11)." Many stakeholder interviews indicated that the administrative team has an open-door policy, and they are accessible to everyone in the building.

Multiple college- and career-readiness programs are available to students. The availability of these programs aligns with the school vision that includes the statement, "...all students graduate college and career ready." During the administrator presentation, several pathways were shared that have been added over the last few years (e.g., Management Entrepreneurship, Automation Engineering pathway). An outcome available to students in the Aviation Academy is the availability to train in a Federal Aviation Administration (FAA)-certified simulator, helping students earn training hours to pursue the next step toward an aviation career.

Documentation and artifacts indicated that the school has a behavior intervention plan with specific tiered instructional processes in its Multi-tiered System of Supports (MTSS) Plan. The administrator's presentation emphasized the use of clear backpacks, the removal of hoodies, hats, and bonnets in the school building, and the use of Positive Behavior Interventions and Supports (PBIS) to maintain a safe school climate. Additionally, SOAR (self-discipline, ownership, awareness, and relationships) posters were present in each classroom. While it was evident that relationships were a strength, evidence of self-discipline, ownership, and awareness was limited. During observations, team members observed hoodies, hats, and bonnets visible in most classrooms. Inappropriate language was heard in classrooms and hallways. Some staff members inconsistently enforced school-wide and classroom expectations for behavior and appropriate language. The team found some evidence that suggested there was a formalized PBIS structure throughout the school.



The school has a leadership team that created the vision, mission, and continuous improvement plan. A review of documents and interview data indicated teachers had little involvement in planning and decision making around these items. Artifacts indicated that administrators, counselors, and instructional coaches were responsible for creating the school turnaround plan. Interviews indicated a shared belief that the lack of teacher professional and leadership opportunities has created teacher instability.

The school supports first-year teachers in a mentor program that includes district- and school-level (peer) layers. Some interviews suggested that new teachers need support beyond their first year of teaching. Interview data showed staff members said that continued peer instructional visits and data discussions would enhance instructional practices. The school's daily schedule and multiple stakeholder interviews indicated peer learning walks and professional learning community (PLC) meetings occurred on alternating Blue and Gold days. Consistent support of new teachers in instructional and other professional areas, such as lesson design, classroom-level formative assessment, and a robust PLC process at the school, would support instructional practices.

### **Potential Leader Actions:**

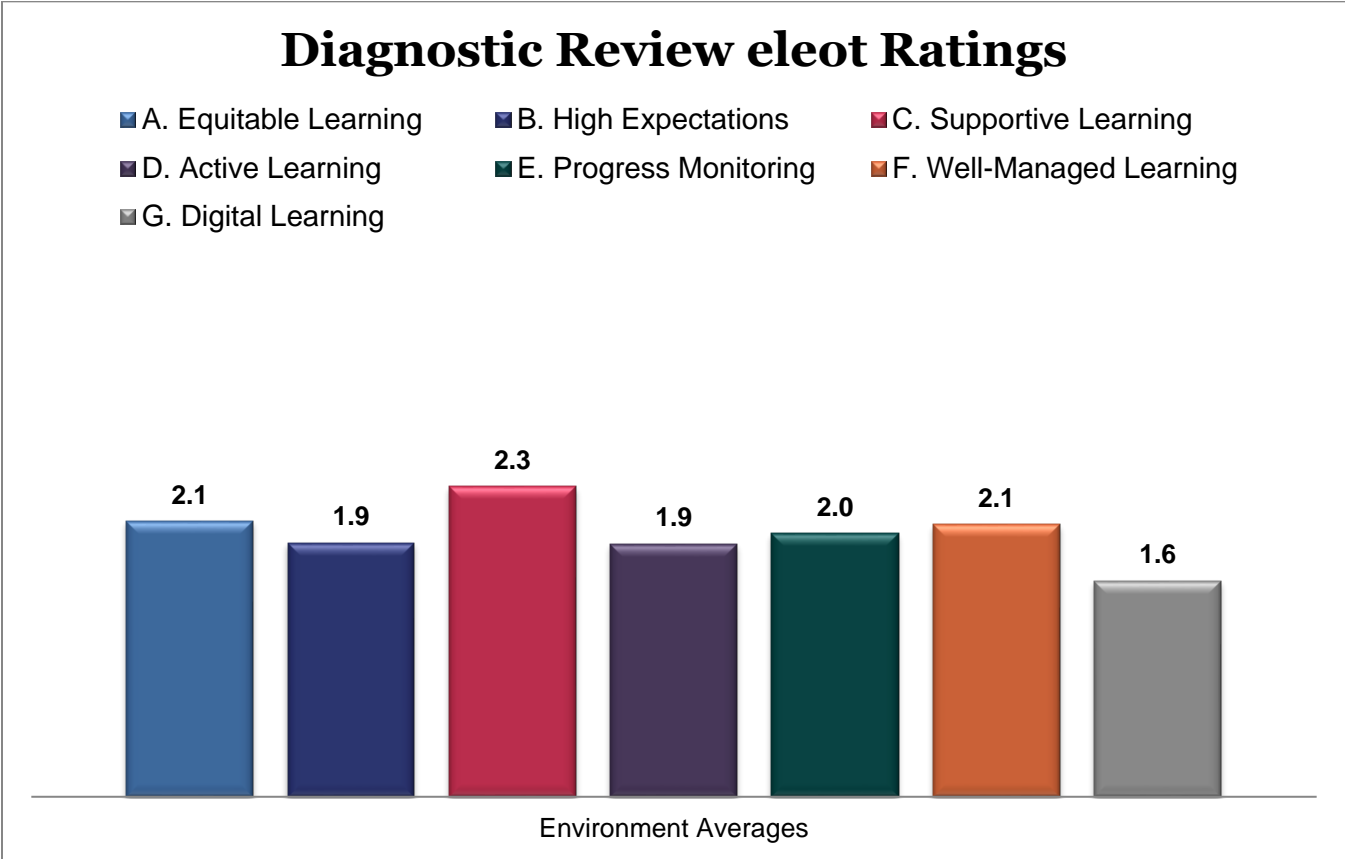
- Provide ongoing professional development around the implementation of the PBIS plan for current and incoming teachers and consistent review of the PBIS expectations for students.
- Provide opportunities for teacher involvement, including leadership responsibilities, planning, and school improvement initiatives.
- Extend the mentoring plan to support teachers beyond their first year of teaching.



# 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 19 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	68%	26%	5%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	53%	32%	11%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	5%	32%	53%	11%
A4	1.8	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.	58%	11%	26%	5%
<b>Overall rating on a 4-point scale:</b>		<b>2.1</b>				

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.	32%	42%	26%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	37%	21%	42%	0%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	53%	37%	5%	5%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	42%	21%	26%	11%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	26%	58%	16%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.9</b>				



<b>C. Supportive Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	26%	42%	26%	5%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	32%	21%	26%	21%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	11%	37%	42%	11%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	21%	58%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

<b>D. Active Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	37%	32%	32%	0%
D2	2.1	Learners make connections from content to real-life experiences.	32%	37%	26%	5%
D3	2.1	Learners are actively engaged in the learning activities.	21%	53%	26%	0%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	58%	26%	16%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.9</b>			



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.	42%	42%	5%	11%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	21%	37%	42%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	21%	42%	37%	0%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	37%	53%	11%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.0</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.4	Learners speak and interact respectfully with teacher(s) and each other.	21%	32%	37%	11%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	21%	37%	32%	11%
F3	1.6	Learners transition smoothly and efficiently from one activity to another.	58%	21%	21%	0%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	37%	37%	26%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	47%	32%	11%	11%
G2	1.6	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	68%	16%	0%	16%
G3	1.4	Learners use digital tools/technology to communicate and work collaboratively for learning.	79%	11%	0%	11%
<b>Overall rating on a 4-point scale:</b>		<b>1.6</b>				

## eleot Narrative

The Diagnostic Review Team conducted 19 classroom observations using the eleot tool. The team conducted additional informal observations in classrooms and common areas.

Many stakeholders stated a primary focus has been on improving the school’s climate and culture. The highest rated observed item was from the Equitable Learning Environment. Observation data showed that students who are “treated in a fair, clear and consistent manner (A3)” were evident/very evident in 64 percent of classrooms. Additionally, the highest rated item from the Supportive Learning Environment was observed to be “learners demonstrate a congenial and supportive relationship with their teacher (C4)”, which was evident/very evident in 58 percent of classrooms. The Diagnostic Review Team observed positive relationships between students and staff in classrooms and common areas.

Observation data revealed inconsistencies in the level of rigor observed in classroom instruction. Although some classroom observations indicated that instructional activities challenged students’ thinking overall, in 42 percent of the classrooms, it was evident/very evident that students “engage in activities and learning that are challenging but attainable (B2).” Additionally, it was observed to be evident/very evident in 37 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Students predominantly responded to tasks requiring the application of simple procedures or questions based on a recall of facts.

The team observed classroom instruction that was primarily teacher-centered and teacher-directed. Observations indicated that “learners’ discussions/dialogue/exchanges with each other and teacher predominate (D1)” was evident/very evident in 32 percent of classrooms. The team observed that in most classrooms, students completed the same assignment with limited opportunities for student discourse, showing little differentiation and collaboration. “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” was evident/very evident in 16 percent of classrooms.

The Diagnostic Review Team found observational data supported the overall findings. The team found a lack of evidence that showed data were used to make instructional decisions, monitor academic instruction, provide effective feedback, or provide professional development in effective instruction for individual student achievement.

## Potential Leader Actions:

- Collaboratively (e.g., with school leaders, with teachers) develop instructional non-negotiables to include classroom instruction at the appropriate depth of knowledge, opportunities for students to develop higher-order thinking skills, differentiated instruction and assignments, and more opportunities for student collaboration and discourse.
- Collaboratively develop a lesson plan guidance document to ensure intentional tiered instruction and intervention in the 90-minute instructional block.
- Use district and school-level instructional coaches to provide additional job-embedded professional learning on a robust classroom formative assessment process, including the use of data to inform differentiation and other instructional adjustments; implement a coaching cycle that supports this professional learning.



# Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

## Improvement Priority 1

Develop, communicate, implement, and monitor a formalized process for school-wide continuous improvement based on individual learners' needs and instructional effectiveness. Analyze data (formative, summative assessments, classroom walkthrough) with the entire established turnaround team monthly to inform an instructional process that includes teaching, learning, and using data to monitor expectations to meet the needs of all students.

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

### Findings:

Student performance data suggested inconsistencies in the continuous improvement priorities to meet individual student needs and improve student learning. The school had a lower percentage of students in the proficient/distinguished categories in all measurable categories on the Spring 2022 Kentucky Summative Assessment (KSA) compared to state data. ACT Benchmark data showed that the percentage of students scoring proficient/distinguished in English was eight percent, while the state average was 46 percent. In math, students scoring proficient/distinguished was three percent, compared to the state average of 30 percent.

Classroom observational data showed that students did not monitor their own progress and were unable to verbalize the expectations of the lessons being taught. Observations showed in 16 percent of classrooms that it was evident/very evident that "Learners monitor their own progress or have mechanisms whereby the learning progress is monitored (E1)." Additionally, it was evident/very evident in 37 percent of classrooms that "Learners demonstrate and/or verbalize understanding of the lesson/content (E3)." Survey results show that 56 percent of students and 59 percent of families agreed/absolutely agreed that "The adults are committed to trying things to improve (6)." Staff perception did not align with students and families, as 87 percent of staff members agreed/absolutely agreed that "At my institution, we base our improvement on learners' needs (5)." Interview data revealed most teachers had less than three years of experience due to staff turnover. Staff indicated that they would benefit from cross-curricular planning, peer walkthroughs, and increased collaboration.

Evidence of the three-year continuous improvement plan (Turnaround Plan) updated in June 2021 was provided to the Diagnostic Review Team. The 2020-21 plan identified four areas of improvement and documented progress on the previous year's goals, identifying the school's outcomes in addressing the defined priority areas. Priority four in the plan stated that "Professional Learning Communities (PLC) will use assessment system data to inform instructional planning, progress monitoring, and academic support." The Diagnostic Review team did not find evidence to support the existence of a formalized process for progress monitoring or academic support during PLCs. There was evidence that PLCs were being held, but the team found no evidence that the data were used consistently to monitor student learning or adjust instruction. Based on interviews, stakeholders indicated that data were reviewed but not used to plan individualized instruction for students. Although instructional planning was evident through informal team walkthroughs and staff interviews, the team found a lack of learning data being used consistently to adjust instruction in the classroom.

Members of the school leadership have formed a turnaround team. The three-year Turnaround Plan's improvement priorities were reflective of the priorities identified by the current Diagnostic Review Team. The plan



states that teachers will use learning targets, and the “admin[istrative] team will commit to performing crafting conversations” and “deeper levels of learning based on documentation.” During classroom observations, the team noted few posted learning targets. Stakeholder interviews suggested staff members define administrative roles as discipline managers and not instructional leaders. Administrators are visible in the hallways. Interviews revealed that feedback and professional development to support teaching and learning are provided by the academic instructional coach or district instructional support.

### **Potential Leader Actions:**

- Define clear roles for each member of the administrative leadership team (e.g., principal, assistant principals, academic instructional coach) within the continuous improvement process to ensure shared instructional leadership responsibilities.
- Monitor all practices and processes related to all aspects of the continuous improvement process consistently.
- Implement and monitor a school-wide walkthrough and coaching cycle that includes instructional non-negotiables and a system for sharing data.

## Improvement Priority 2

Develop, use, and monitor a formal, systematic process to analyze individual learner and school data in order to deepen each student's understanding of content and increase student achievement.

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

### Findings:

State and district assessment data are reviewed by teachers during PLC meeting discussions. Interviews indicated that classroom-level formative assessment data were not considered during these discussions. Stakeholders shared they rarely used data to adjust the curriculum or instruction to meet the individual needs of students. In addition, some staff members expressed the desire for additional support with cross-curricular planning, analyzing student data, and feedback on instruction.

Although the MTSS plan was provided as evidence, the team did not observe or find documentation of Tier 2 or Tier 3 instruction. Stakeholders identified a platform providing credit recovery courses as MTSS. The MTSS intervention documentation listed missing work and the perceived reasons student work was not completed. The documentation did not include a plan of action to support these students with individual academic needs in the classroom.

Student and family survey data differed from the educator survey results, which showed that 30 percent of families agreed/absolutely agreed that "in the past 30 days, my child had instruction that was changed to meet their needs (15)" and 47 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)." In contrast, 84 percent of educators agreed/absolutely agreed that "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." According to interview data, staff members shared a need for cross-curricular planning and data discussions focused on meeting individual learner needs. Staff members suggested that the work done in PLCs was very individualized and not an effective use of time because of the limited collaboration with other curricular area teachers.

Observational data revealed that teachers seldom adjusted curriculum or their instructional practices to meet individual learner needs. Data indicated that in five percent of classrooms it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." It was evident/very evident in 37 percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." The team found limited evidence of differentiated instruction in classrooms and did not observe problem-based learning during observations.

The team reviewed walkthrough data provided by the school from September 21, 2022, but a walkthrough schedule showing planned, consistent walkthroughs completed by school leadership was not provided. Artifacts provided indicated that walkthroughs were conducted using Cognia's eleot rubric and the teacher observation tool. The team examined no current walkthrough process that detailed timelines, persons responsible for conducting walkthroughs, or a focus on looking for specific academic practices. Stakeholders indicated that due to teacher shortages and disruptions in staffing, walkthroughs had been inconsistently completed during the 2021-22 school year and no formal or informal feedback has consistently been provided through a walkthrough process.

Student performance data from the 2021-22 school year showed the school performed significantly lower on the Kentucky Summative Assessment (KSA) than statewide averages in all measurable categories. For example, the percentage of students in grades 9-12 scoring proficient/distinguished in reading was 30 percent compared to the state average of 45 percent. The percentage of students scoring proficient/distinguished in editing and mechanics was 16 percentage points below the state average of 48 percent. High school math data were suppressed; therefore, the team was unable to disaggregate these data.



## Potential Leader Actions:

- Guide teachers to use data (e.g., formative assessments, summative assessments) to improve instructional practices (e.g., differentiation, tiered instruction, student engagement).
- Use walkthrough data to provide regular feedback and coaching to teachers to increase teacher effectiveness, student engagement, instructional strategies, and higher-order thinking.
- Establish a more formalized PLC process that requires the use of data to make instructional decisions and plan the next steps as a component of the cycle.

## Your Next Steps

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

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

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



# Principal Capacity in Diagnostic Review

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

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

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

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

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 for The Academy @ Shawnee (High School). The principal has demonstrated an ability to lead a cultural change at the CSI school. The principal has held the leadership position at The Academy @ Shawnee (High School) since March 2018. During this period, the school has not engaged in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation needed to establish processes and protocols to monitor and improve student achievement and professional practice.

The Diagnostic Review Team examined multiple pieces of evidence, conducted numerous classroom observations, and interviewed a variety of stakeholders. Findings consistently revealed the principal's positive impact on the school's culture and overall safety. The team observed mostly orderly procedures during transitions in hallways and common areas. Additionally, multiple stakeholder interviews noted an atmosphere of care, concern, and support for students and staff. The principal was described during numerous stakeholder interviews as approachable and caring. Most stakeholders feel the leadership has created a safe educational environment. During the principal's tenure, the school has seen an improvement in culture and safety. Many stakeholders noted an improvement in student behavior. During classroom observations, the Diagnostic Review Team noted varying degrees of student compliance on academic tasks and classroom expectations. Moreover, classroom observations revealed most instructional activities were low-level and lacked opportunities for cognitive student engagement.

The principal indicated she looks at the data the district sends to The Academy @ Shawnee (High School) but that she needed to use the data to move forward. A review of evidence and stakeholder interviews revealed a limited use of data to drive a formalized decision-making process related to continuous improvement and student



achievement. A review of documents, artifacts, and stakeholder interviews revealed an MTSS plan. Although the MTSS plan indicated Tier 2 interventions are to occur during the 90-minute block of core instruction, the team did not observe the use of situationally-appropriate strategies including transformational and incremental, adaptive approaches for Tier 2 or Tier 3 instruction occurring. Classroom observations indicated limited differentiation of instruction occurred to meet individual student needs. A review of the evidence and stakeholder interviews revealed that the Cognia observation tools were used by leadership during the 2021-22 school year. However, the team found limited evidence to indicate a walkthrough system is formally implemented during the current school year, which contributed to minimal coaching and feedback opportunities to improve instructional practices.

Finally, a review of evidence and stakeholder interviews suggested limited implementation of a data collection system, no formalized method of reporting data, and limited data-driven decision-making by the leadership team. Stakeholder interviews revealed data are reviewed but not used to make formalized decisions to move the school forward. Additionally, during interviews stakeholders indicated processes and procedures function on an informal basis and lack a formal structure of reporting and accountability. The lack of formal structures contributed to the low student achievement and minimal coaching to improve professional practice.



# Team Roster

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

Team member name	Brief biography
<b>Bianca S. Gaither</b>	Bianca Gaither has 20 years of experience in public education. She has taught third, fourth, and fifth grades. She has also served as an interventionist, math coach, reading coach, and currently works at the district level as a math and science supervisor. In addition to serving in the district and public school system, she is also a National Board Certified Teacher. She is currently serving as a Lead Evaluator working with Cognia.
<b>Tom Stewart</b>	Dr. Tom Stewart has 26 years of experience in Kentucky public education. He has taught at the elementary, middle, and high school levels. Additionally, he has four years of experience in school district administration, serving as instructional supervisor, district assessment coordinator, and personnel director. Recently, he served as an associate professor of educational administration, research, and leadership. Dr. Stewart is currently an Educational Recovery Leader for the Kentucky Department of Education.
<b>Amanda Best</b>	Amanda Best has 12 years of experience in education, having taught secondary science for six of these years. For the past six years, Amanda has served as an instructional coach at the school level to support professional learning communities in the math and science departments at her school. Additionally, she serves as a school-based decision-making (SBDM) member on her school's council. Amanda Best currently serves as the assistant principal and Building Assessment Coordinator at Woodford County High School in Versailles, Kentucky.
<b>Nick Parnell</b>	Nick Parnell has 20 years of experience in public education. He has served as a high school teacher, assistant principal, and head principal. Nick Parnell is currently an Educational Recovery Leader with the Kentucky Department of Education in the office of Continuous Improvement and Support.

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.	Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	2
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	2
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	2
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	1

## Key Characteristic 2: Leadership for Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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.	1

## Key Characteristic 3: Engagement of Learning

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

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



## Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	1
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	2

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

# Student Performance Data

School Name: The Academy @ Shawnee

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

Content Area	%P/D School (21-22)	%P/D State (21-22)
Reading	30	45
Math	*	38
Science	*	15
Social Studies	*	35
Editing and Mechanics	16	48
On Demand Writing	*	38

Plus

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

Delta

- The percentage of students scoring proficient/distinguished in reading is 15 percentage points below the state average of 45 percent.
- The percentage of students scoring proficient/distinguished in editing and mechanics is 32 percentage points below the state average of 48 percent.

## High School English Learner Progress

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

Plus

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

Delta

- Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.



### Percentage of Students Meeting Benchmarks on ACT

Content Area	School (21-22)	State (21-22)
English	8	46
Reading	13	45
Math	3	30

Plus

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

Delta

- The percentage of students scoring proficient/distinguished in English is 38 points below the state average of 46 percent.
- The percentage of students scoring proficient/distinguished in reading is 32 points below the state average of 45 percent.
- The percentage of students scoring proficient/distinguished in math is 27 points below the state average of 30 percent.

### Graduation Rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2021-22	82.1	89.9	81.5	92.0

Plus

- The four-year school graduation rate is only 7.8 percentage points below the state four-year rate of 89.9 percent.

Delta

- The five-year school graduation rate of 81.5 percent is below the state five-year rate of 92.0 percent.

### Post-Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2021-22	31.3	72.4	35.2	76.2

Plus

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

Delta

- The school's post-secondary readiness of 31.3 is well below the state average of 72.4.
- The school's "school with high demand" post-secondary readiness percentage of 35.2 is 41 percentage points below the state average of 76.2 percent.

## Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 10<sup>th</sup> Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	30	*	N/A	N/A	N/A	N/A
Female	24	*	N/A	N/A	N/A	N/A
Male	35	*	N/A	N/A	N/A	N/A
African American	22	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	40	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	28	*	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	35	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	31	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	31	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	30	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

### Plus

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

### Delta

- The percentage of tenth-grade African American students scoring proficient/distinguished in reading was 22 percent.
- The percentage of tenth-grade economically disadvantaged students scoring proficient/distinguished in reading was 28 percent.
- The percentage of tenth-grade white students scoring proficient/distinguished in reading was 40 percent, which was the highest percentage of all identified student groups.

## Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 11<sup>th</sup> Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	N/A	N/A	*	*	16	*
Female	N/A	N/A	*	*	17	*
Male	N/A	N/A	*	*	16	*
African American	N/A	N/A	*	*	14	*
American Indian or Alaska Native	N/A	N/A	*	*	*	*
Asian	N/A	N/A	*	*	*	*
Hispanic or Latino	N/A	N/A	*	*	*	*
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	*
Two or More Races	N/A	N/A	*	*	*	*
White (non-Hispanic)	N/A	N/A	*	*	24	*
Economically Disadvantaged	N/A	N/A	*	*	16	*
Non-Economically Disadvantaged	N/A	N/A	*	*	*	*
Students with Disabilities (IEP)	N/A	N/A	*	*	*	*
Students with Disabilities/IEP Regular Assessment	N/A	N/A	*	*	*	*
Students with Disabilities/IEP with Accommodations	N/A	N/A	*	*	*	*
Alternate Assessment	N/A	N/A	*	*	*	*
Students Without IEP	N/A	N/A	*	*	18	*
English Learner Including Monitored	N/A	N/A	*	*	*	*
English Learner	N/A	N/A	*	*	*	*
Non-English Learner	N/A	N/A	*	*	17	*
Non-English Learner or Monitored	N/A	N/A	*	*	17	*
Foster Care	N/A	N/A	*	*	*	*
Gifted and Talented	N/A	N/A	*	*	*	*
Non-Gifted and Talented	N/A	N/A	*	*	16	*
Homeless	N/A	N/A	*	*	*	*
Migrant	N/A	N/A	*	*	*	*
Military Dependent	N/A	N/A	*	*	*	*

### Plus

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

### Delta

- The percentage of eleventh-grade white students scoring proficient/distinguished in editing and mechanics was 24 percent, which was the highest percentage of all identified student groups.

# Schedule

## Monday, December 5, 2022

Time	Event	Where	Who
3:00 p.m. – 4:00 p.m.	Team Work Session #1 and travel to institution	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Principal Overview	The Academy @ Shawnee	School Leadership and Diagnostic Review Team Members
6:00 p.m. - 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 6, 2022

Time	Event	Where	Who
7:00 a.m.	Team arrives at institution	The Academy @ Shawnee	Diagnostic Review Team Members
7:15 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	The Academy @ Shawnee	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
7:00 a.m.	Team arrives at institution	The Academy @ Shawnee	Diagnostic Review Team Members

## Wednesday, December 7, 2022

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	The Academy @ Shawnee	Diagnostic Review Team Members
7:40 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	The Academy @ Shawnee	Diagnostic Review Team Members
4:00 p.m. – 4:30 p.m.	Team returns to hotel		
4:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 8, 2022

Time	Event	Where	Who
7:15 a.m. – 11:30 a.m.	Final Team Work Session	The Academy @ Shawnee	Diagnostic Review Team Members

