



Cognia Diagnostic Review Report

**Results for:
Iroquois High**

Dec. 9-12, 2024

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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	7
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	27
Noncertified Staff	20
Students	42
Parents	3
Total	108

Performance Standards Evaluation

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

The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

At Iroquois High, themes of student success and organizational effectiveness emerged throughout the Diagnostic Review. Not only was this evident in the school's motto but also in the mission and vision statements that are clearly focused on preparing students for academic success, emotional resilience and social responsibility. School leaders and staff members consistently work to cultivate and sustain a culture that celebrates the diversity of its students and families through programs and activities, such as curriculum for Black History and Hispanic Heritage Month and the International Cultural Festival. Stakeholder interviews revealed that teachers believe there is strong administrative leadership within the school, with many sharing an appreciation for the high level of support they receive daily from their principals. While stakeholders said that the school's vision and priorities emphasize high expectations for learning and behavior, observational data revealed that learners who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 14% of classrooms.

Iroquois High creates opportunities for students to expand learning beyond the classroom through partnerships within the district and through community organizations. For example, the school partners with a local college to offer dual credit and Advanced Placement opportunities and students are given various learning experiences through internships and apprenticeships. These collaborative relationships promote high expectations and assist the school in advancing improvement efforts by sharing resources. This was evident in the principal's overview, which highlighted the school's four academies and 12 pathways, including cinematography and video production, mechanical engineering, early childhood education and carpentry. Iroquois High's academy structure is viewed positively by staff, students and parents as shown by data from stakeholder interviews. Additionally, the school has employed many resources to support students' social and emotional needs, such as an onsite Family Health Center Clinic, food pantry, mental health services, a home school liaison and the Angel Tree initiative.

Considerable effort has been expended to improve the school's climate and culture. These initiatives include increased transparency and communication from the principal, honor roll celebrations, Friday Pride Days and Staff of the Month, as evidenced by stakeholder interviews and a review of documents and artifacts. Communication from the principal is facilitated through various media, such as the Iroquois Insider, weekly emails, video messages, a family/parent newsletter and the Iroquois High School (IHS) Daily Report. Also notable was an improvement in the overall security of the school. Data from stakeholder interviews included numerous instances of staff members conveying their appreciation of the administrative team's emphasis on school safety as a top priority. The principal's overview and stakeholder interviews revealed that several programs and interventions have been implemented to address student behavior, including progressive discipline, restorative practices and positive behavioral interventions and supports (PBIS) strategies, including the expectations for all to demonstrate the Respect, Accountability, Integrity, Determination, Expectations and Resilience (RAIDER) Way. However, the team noted that student behavior continues to be challenging for the school as measured by observational data. For instance, "Learners use class time purposefully with minimal wasted time or disruptions (F4)" was evident/very evident in 17% of classrooms. The team noted that disruptions and misbehaviors



frequently impeded instructional time. Students were observed using profanity, talking on their phones and exhibiting apathy.

Iroquois High went through a Diagnostic Review in 2022-2023 as an identified school for comprehensive support and improvement (CSI). The school has now entered into a more rigorous intervention (MRI) designation. The principal's overview, stakeholder interviews and classroom observational data revealed that some improvement systems and instructional frameworks have been established to support the teaching and learning process and have the potential for gains in student achievement. As documented in the school's comprehensive school improvement plan (CSIP) and professional development (PD) plan, the school has focused its continuous improvement efforts heavily on the two improvement priorities identified by the 2022-2023 Diagnostic Review Team. Stakeholder interviews revealed the school's Instructional Leadership Team (ILT) routinely meets to engage in purposeful, collaborative dialogue around work associated with the school's continuous improvement efforts. For example, the school's leadership team has developed and implemented a walkthrough observation schedule to facilitate monitoring of student engagement, effective use of learning targets, implementation of Adolescent Literacy Model (ALM) strategies and the RAIDER Way instructional clock. In addition, all assistant principals have been trained in the Rutherford Model to help facilitate conversations and actionable feedback to improve professional practice. Although it was evident that a walkthrough schedule had been implemented and instructional data were collected, stakeholder interviews revealed inconsistent coaching and feedback provided through this process to support improved instruction. Stakeholder interviews and a review of evidence and artifacts also revealed that the principal rarely conducts classroom walkthrough observations.

The principal's overview presentation, stakeholder interviews and a review of evidence and artifacts revealed that considerable efforts have been made to implement professional learning communities (PLCs) to improve teaching and learning. A formalized PLC schedule and protocols have been developed. In addition, stakeholder interviews and a review of the school's PD plan provided evidence of prioritized job-embedded PD to increase teacher competencies for fostering student academic dialogue and collecting/analyzing assessment data relevant to increasing student achievement. Although a review of the school's PLC protocol identified expectations specific to data review, teacher collaboration and PLCs, stakeholder interviews revealed that some teachers inconsistently participate in weekly PLC discussions. In addition, there was limited evidence that time designated for PLCs was consistently and purposefully used. The school has an incredible opportunity to use the common planning time and block scheduling to incorporate interventions and enrichment experiences that meet the unique needs of students. This requires formalizing and monitoring the school's PLC structure to ensure all staff members are using a broad range of data to determine learner groups, differentiate instruction and align curriculum and assessments.

Curriculum alignment, assessment of learning, application of assessment data to inform instruction and instructional practices remain areas for needed improvement. Although instructional expectations to support teaching and learning, such as posting learning targets, ALM strategies and evidence of academic discourse, have been communicated and supported by district and school-level leadership, few staff members could define or explain how the school's instructional framework provides for the consistent implementation of instruction that is responsive to individual student needs, engages students in rigorous and challenging learning experiences and is characterized by high expectations for all learners. Likewise, there was limited evidence of high-quality work and meaningful academic feedback to students. Furthermore, stakeholder interviews revealed inconsistent use of data by teachers in purposeful ways, and formative assessment occurs intermittently.

The Diagnostic Review Team suggests that the school maximize common planning time to engage teachers in collaborative exchanges related to curriculum alignment, assessment development and data-driven instructional decisions. Additionally, leadership is encouraged to enhance and monitor the consistent implementation of the school's instructional expectations, specifically to ensure that scientific research-based instructional practices are implemented with fidelity. Although staff survey data suggested several teachers monitor and adjust curriculum and assessments based on student performance data, interviews revealed stakeholders could not consistently define or explain how curriculum, instruction and assessment are monitored and adjusted systematically in



response to multiple data points. Moreover, classroom observational data revealed students have limited differentiated learning opportunities and activities to meet their unique learning needs and are rarely provided additional and/or alternative instruction and feedback at the appropriate level of challenge. While many staff members actively participate in PLCs through the school's common planning time, there is a lack of routine conversations examining how professional practice directly links to curriculum, instruction and assessment decisions. Therefore, it will be necessary for the school to develop a process to systematically review and adjust curriculum, instruction and assessment based on multiple student performance data and an examination of professional practices to ensure learning experiences are rigorous, challenging and prepare students for success at the next level.

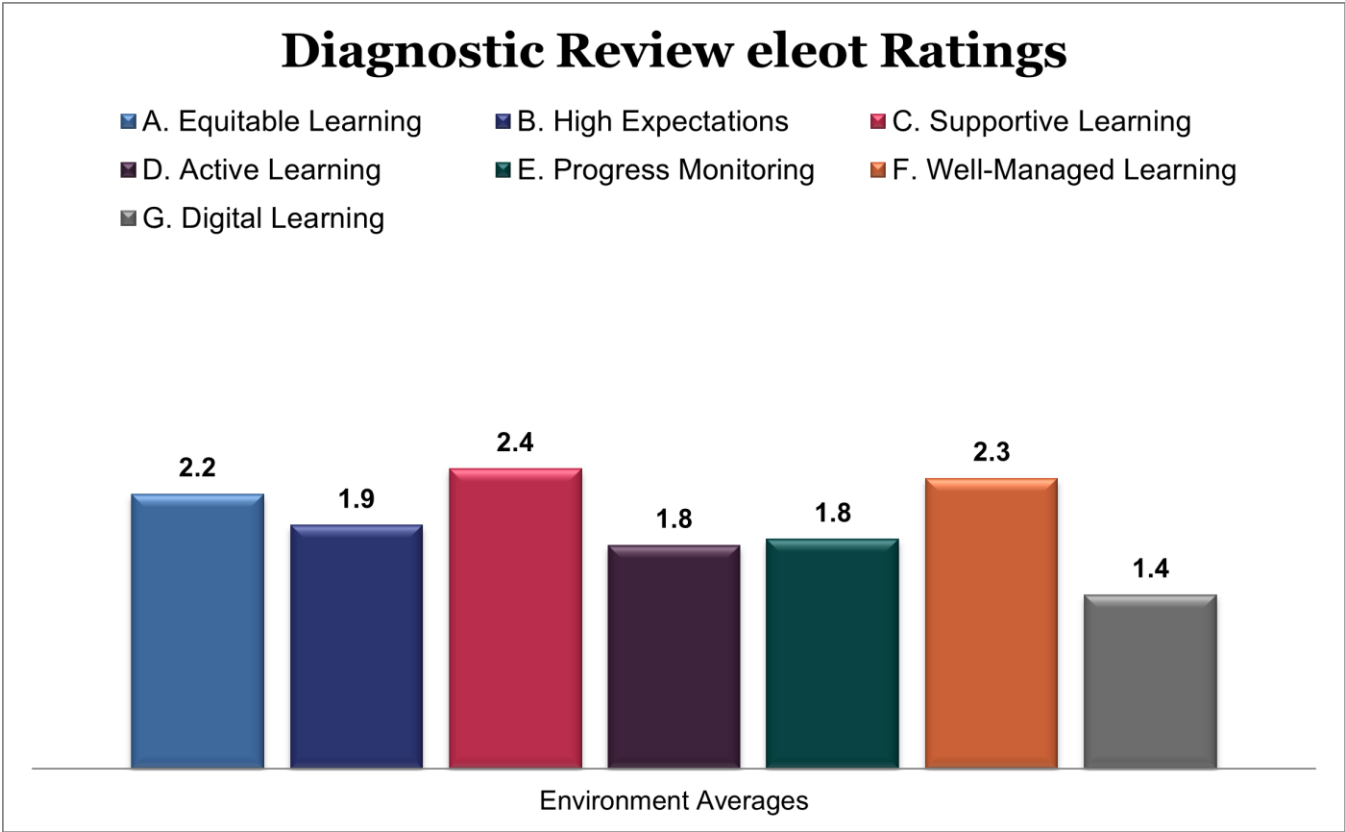
Stakeholder interviews and a review of artifacts revealed little evidence of a systematic data collection and analysis process to inform programmatic decision making for continued school improvement. Although student achievement data was presented during the principal's overview presentation and included as evidence, there was a lack of analysis or triangulation of data to provide a picture of program effectiveness. Thus, the team encourages the school to develop and implement a program evaluation process for stakeholders to monitor program effectiveness, school-wide priorities identified in the CSIP and verifiable growth in student learning. This process can then be used to identify gaps and prioritize and connect all systems and processes in the school.

Stakeholder interviews revealed the administrators and staff are committed to proactively promoting change and using the Diagnostic Review results to guide their continuous improvement work. Finally, the Diagnostic Review Team encourages the school to use the improvement priorities in this report to build on the foundation of growth and improvement that has been established to support improved professional practice and student achievement.

Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 36 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	58%	36%	3%	3%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	53%	39%	0%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	0%	8%	81%	11%
A4	1.9	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.	31%	50%	14%	6%
Overall rating on a 4-point scale:		2.2				

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.	19%	67%	14%	0%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	6%	64%	31%	0%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	39%	53%	8%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	19%	72%	8%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	14%	78%	8%	0%
Overall rating on a 4-point scale:		1.9				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	8%	67%	22%	3%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	14%	47%	39%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	53%	44%	3%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	50%	36%	14%
Overall rating on a 4-point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	39%	47%	14%	0%
D2	1.7	Learners make connections from content to real-life experiences.	47%	36%	17%	0%
D3	1.9	Learners are actively engaged in the learning activities.	14%	78%	8%	0%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	42%	42%	17%	0%
Overall rating on a 4-point scale:			1.8			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	42%	56%	3%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	8%	56%	36%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	14%	83%	3%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	47%	50%	3%	0%
Overall rating on a 4-point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	3%	53%	33%	11%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	53%	39%	8%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	22%	53%	19%	6%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	6%	78%	17%	0%
Overall rating on a 4-point scale:			2.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	58%	33%	8%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	72%	22%	6%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	75%	19%	3%	3%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 36 observations in core content classrooms and many informal observations in common areas throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and classroom learning environments. The highest-rated item was found in the Equitable Learning Environment and related to treating students equitably. Instances of learners who were “treated in a fair, clear, and consistent manner (A3)”, for example, were evident/very evident in 92% of classrooms. In addition, in the Supportive Learning Environment, learners who “demonstrate a congenial and supportive relationship with their teacher (C4)” were evident/very evident in 50% of classrooms and it was evident/very evident in 47% of classrooms that “learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3).” Similarly, in the Well-Managed Learning Environment, it was evident/very evident in 47% of classrooms that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

Conversely, the Diagnostic Review Team found some important practices absent or inconsistently implemented across all seven learning environments. In the Equitable Learning Environment, for instance, learners who “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 6% of classrooms. Furthermore, in the Progress Monitoring Learning Environment, instances in which “learners demonstrate and/or verbalize understanding of the lesson/content (E3)” and learners who “monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 3% of classrooms.

The Diagnostic Review Team found low academic expectations in several classrooms with learners who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” being evident/very evident in 14% of classrooms. In addition, instances of learners who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” were evident/very evident in 8% of classrooms. Of particular concern to the Diagnostic Review Team was the prevalence of student apathy toward learning, which was supported by classroom observational data where it was evident/very evident in 8% of classrooms that “learners are actively engaged in learning activities (D3).” These findings provide the school with an opportunity to increase the complexity and rigor in



instructional practices, integrate those expectations into teaching and learning and clearly communicate those high expectations to students as a way to improve their achievement.

Most students were unable to articulate the attributes of high-quality work. Additionally, the Diagnostic Review Team saw few students using exemplars or rubrics to guide them in reaching proficiency, as confirmed by it being evident/very evident in 8% of classrooms that “learners demonstrate and/or are able to describe high quality work (B3).” Moreover, students infrequently understood the assessment process or demonstrated mastery of content, as learners who “understand and/or are able to explain how their work is assessed (E4)” were evident/very evident in 3% of classrooms.

Finally, student use of digital tools was identified as an area the school could leverage to improve motivation and student achievement. Although the school implements a one-to-one technology program for students, learners who used digital tools/technology to “conduct research, solve problems, and/or create original works for learning (G2)” and “communicate and work collaboratively for learning (G3)” were evident/very evident in 6% of classrooms. Many students failed to bring their school-issued devices to class, and excessive cell phone use by students was a significant distraction to the learning environment. Students’ use of technology to communicate and work collaboratively for learning is another important area that could be leveraged and integrated into high-quality teaching and 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

Engage all professional staff in a collaborative process to develop, implement, monitor and document a school-wide instructional process that emphasizes high expectations and learner-centered practices.

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

Findings:

Student performance data, as detailed in the appendix of this report, suggests the school has inconsistently implemented and monitored a school-wide instructional process to ensure improved academic performance over time. Although the four-year cohort graduation rate was 82.8% in 2023-2024 and the five-year cohort graduation rate was 86.1% in 2023-2024, these percentages fall below the state averages of 92.2% and 93.4%, respectively. In addition, the percentage of students who scored Proficient/Distinguished was below the state average in social studies, editing and mechanics and on-demand writing in 2022-2023 and 2023-2024 on the Kentucky Summative Assessment (KSA). A review of the American College Test (ACT) trend data indicates students have performed significantly below state averages on the English, reading and math subtests. For example, the percentage of students meeting the benchmark in math on the ACT in 2023-2024 was 4% compared to the state average of 30% while the percentage of students meeting benchmark in reading was 8% compared to the state average of 42%.

Classroom observational data and a review of stakeholder survey data also suggest high expectations and learner-centered practices are inconsistent across the school. For example, it was evident/very evident in 6% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Furthermore, it was evident/very evident in 31% of classrooms that “learners engage in activities and learning that are challenging but attainable (B2).” Although 73% of educators agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12)”, classroom observation data did not substantiate this statement. It was evident/very evident in 8% 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)”, and it was evident/very evident in 14% of classrooms that “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Stakeholder survey data also revealed that 64% of educators agreed/absolutely agreed with the statement, “At my institution, we provide an instructional environment where all learners thrive (9)”, suggesting a significant number of teachers were unable to confirm the school’s learning environment is conducive to the needs of all students. Furthermore, survey data indicated 48% of students agreed/absolutely agreed that “in the past 30 days, I had lessons that were changed to meet my needs (13).” Collectively, these data suggest a lack of evidence to show the degree to which the school has systematically and routinely implemented an instructional process and engaged students in their learning through instructional strategies that ensure achievement of learning expectations.

Stakeholder interviews indicated inconsistencies related to the implementation and monitoring of research-based instructional practices that are differentiated and responsive to individual student needs and actively promote a high level of learner engagement. Stakeholder interviews revealed teachers are engaging in collaborative conversations about school-wide expectations for quality instruction; however, classroom observational data suggest these high-yield instructional strategies have not been fully embedded into teachers’ instructional practices. Furthermore, interviews with administration and staff revealed consistent, rigorous instruction and



student engagement continue to be challenges for the school. These findings were substantiated by classroom observational data and overall student performance data on the ACT. Stakeholder interviews indicated that some student performance data are being reviewed and shared during PLC meetings; however, limited discussions result in the adjustment of instruction to meet individual learners' needs. Interviews revealed many students' perceptions that they are not held to high academic expectations in all classes. Overall, stakeholder interviews suggested the consistent delivery of instruction designed for all learners to reach their potential is a leverage point for improvement across the school.

Although a review of documents and artifacts and stakeholder interviews indicated there are instructional expectations, such as posted learning targets, academic discourse, the RAIDER Way instructional clock and the implementation of ALM strategies, there was a lack of documentation specific to examples of differentiated instruction, formative assessments or accommodations to support struggling students through the school's multi-tiered systems of support (MTSS) framework. While staff interviews revealed some teachers are using student performance data to inform instruction, the team found little evidence of analyzed learner performance data based on growth and mastery over time. Furthermore, while the principal and some staff members spoke of implementing collaborative learning strategies, such as Turn and Talk, these strategies were infrequently observed. Overall, there was a lack of documentation on the analysis of formative and summative achievement data being used to guide curricular and instructional decisions to ensure classroom instruction is characterized by high expectations and learner-centered practices.

Potential Leader Actions:

- Collaboratively develop high-yield instructional expectations that will be consistently implemented and monitored by all professional staff.
- Create a system that ensures instructional expectations are communicated and implemented with fidelity to improve student outcomes.
- Develop and implement a data analysis protocol to analyze classroom walkthrough data to ensure instruction is monitored and adjusted to meet students' needs. Organize, analyze and appropriately disseminate findings to provide instructional feedback and coaching for teachers to improve classroom instruction.

Improvement Priority 2

Consistently implement and monitor the school's PLC framework to ensure all staff members use a broad range of data to inform instructional processes, differentiate instruction, target interventions and adjust curriculum and assessments.

Standard 30: Learners' progress is measured through a balanced system that includes assessment both *for* learning and *of* learning.

Student performance data, as detailed in the appendix of this report, suggest the school is not consistently implementing and monitoring a formalized PLC structure to ensure improved academic performance over time.

Classroom observational data and a review of stakeholder perception/experience data also suggest instruction is inconsistently monitored and adjusted through the PLC process. For example, it was evident/very evident in 6% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Furthermore, it was evident/very evident in 31% of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)" and it was evident/very evident in 3% of classrooms that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Although 81% of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)", student perception/experience data revealed 48% of students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)", suggesting a potential leverage point to ensure collaboration and collegiality through the PLC process improves learner performance and enhances professional practice.

Stakeholder interviews did not reveal the consistent, meaningful use of data to guide collaboration and discussion of improved student achievement and learning during PLC meetings throughout the school. Although stakeholder interviews indicated the school had developed a formalized PLC schedule and protocols and that this common planning time was being used to provide job-embedded PD, it was also evident that some teachers inconsistently participated in weekly PLC discussions. In addition, interview data indicated a lack of monitoring of the school-wide expectations regarding the purpose and use of PLC time. In some instances, PLC time was used to collaborate with grade-level peers on curriculum, instruction or assessment; however, purposeful discussions around teaching and learning based on data analysis were inconsistent. In addition, staff members indicated that when data were discussed, conversations were generally about state-mandated tests versus other types of formative assessments that could be used to group students purposefully for instructional purposes. Teacher interviews further revealed a lack of understanding of how to analyze a broad range of data to inform instructional processes, differentiate learning experiences or target interventions. In addition, stakeholder interviews revealed inconsistent monitoring or evaluation regarding the impact of instruction on learners through common formative and summative assessments throughout the school. Interviews with administrators and teachers revealed they review some sources of student performance data, such as the ACT, RAIDER Way, Assessing Comprehension and Communication in English State-to-State (ACCESS), College Equipped Readiness Tool (CERT); however, the intentional monitoring of PLC time or using this data to systemically guide decisions was not confirmed. Furthermore, interviews with students and parents indicated that data are rarely used intentionally to engage in conversations about student performance, learning or setting individual goals for achievement.

Stakeholder interviews and a review of the school's PLC protocol indicated that these collaborative conversations should focus on learning, using effective instructional and curricular strategies, analyzing and reflecting on student work and determining student mastery of learning standards. In addition, the team found some focused meeting agendas and minutes and identified next steps. However, the team found a lack of evidence to demonstrate how these collaborative conversations were used to intentionally inform and adjust instructional processes. Furthermore, stakeholder interviews revealed many PLC conversations have simply remained at the plan phase of the Plan, Do, Study, Act (PDSA) model. There was also a lack of documentation shared of any formalized monitoring process or analyzed trend data provided by the school to demonstrate the impact of PLCs on student achievement over time.



Potential Leader Actions:

- Provide PD and coaching on the appropriate and effective use of formative and summative assessment data to inform and differentiate instruction and provide targeted interventions.
- Continue to develop and implement a consistent PLC protocol focused on continuous improvement to monitor students' progress and achievement of learning outcomes.
- Ensure assessment data are systematically used for ongoing instructional planning, decision making and modifying and adjusting curriculum and instruction.

Your Next Steps

The results of the Diagnostic Review provide the next steps 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 its 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.



Additional Review Elements for More Rigorous Intervention (MRI) Schools

703 KAR 5:280(9) requires that Diagnostic Reviews for MRI-designated schools will include “Other information deemed necessary by the commissioner, or his designee, to assess the functionality of the district to support school improvement”. Teams reviewing MRI-designated schools must consider the following additional elements:

- A review of how the school and district have managed and expended the relevant School Improvement Funds previously awarded with a specific focus on the impact of the funding decisions;
- A review of the progress made towards accomplishing any improvement priorities recommended by prior Diagnostic Review reports and/or two-day reviews;
- A review of prior year turnaround plans and related documentation;
- A review of existing improvement efforts and initiatives and data documenting the results of the initiative;
- A comprehensive resource allocation review;
- A review of stakeholder involvement in the improvement process; and
- A review of district support meeting minutes and agendas relevant to additional and/or unique support provided by the district to the school.

Iroquois High underwent its first Diagnostic Review in 2019-2020 and second Diagnostic Review in 2022-2023. This additional Diagnostic Review considers the specific actions taken by the school since its prior Review in 2022-2023. Since that time, the school has maintained a stable leadership team with the same principal. Teacher retention has increased from 70.3% to 83.8%.

The 2022-2023 Diagnostic Review of the school yielded two improvement priorities. Improvement Priority 1 instructed the school to develop, communicate and implement a supervision process for school leaders to regularly visit classrooms to monitor and support the improvement of teaching and learning. The team was able to review the school’s turnaround plan and other artifacts indicating a process to regularly monitor and support the teaching and learning improvements; however, there is little evidence to suggest a data analysis protocol has been implemented to impact instructional needs of students. Stakeholder interviews and review of artifacts revealed the plan is visited but lacks intentionality when communicating with staff.

Improvement Priority 2 directed the school to design and implement a system to regularly use formal and informal assessment data to monitor learners’ progress toward, and achievement of, learning targets and success criteria as well as for planning, decision-making and modification of curriculum and instruction. The district has purchased and adopted an English and mathematics curriculum used district wide. Along with these curricula, the school utilized school improvement funds (SIF) to receive intensive professional training from Solution Tree regarding the PLC process. There is evidence supporting ongoing professional learning for teachers; however, Cognia Educator Survey data indicated 60% of teachers are provided “an instructional environment where all learners thrive (9).”

In addition to the two improvement priorities, evidence indicated an intentional focus with implementing behavioral expectations and PBIS using the RAIDER Way. Behavior referrals have decreased from 2022-2023 to 2023-2024.

The school has received approximately \$1.6 million of school improvement funds since 2019-2020. Funds have been spent primarily on salaries and benefits, professional development and learning (including travel), software licenses and technology. While the school utilizes a needs assessment to determine how the funds should be expended, the school experiences a barrier in filling the vacant positions due to the lack of qualified applicants. This barrier sometimes impedes the progress the school is attempting to make.

Stakeholder interviews reveal a lack of communication of the improvement priorities and specific actions that show progress towards those priorities. While there are several weekly meetings with stakeholders, there is a lack of evidence to support that those meetings are focused on the improvement process. Evidence indicates teachers had limited involvement in the needs assessment or development of the CSIP.

Evidence suggests that schools receive differentiated levels of support from the school district to make changes. At Iroquois High, the evidence suggests this school receives some support to implement school improvement efforts; however, stakeholder interviews further support the view that the school district is not regularly present at the school to lend assistance. There is evidence of district-led leadership team meetings being held once per month. Additionally, Educational Recovery staff meet weekly with the principal, and use of SIF is a standing item on the agenda. However, evidence reveals there is a lack of clarity of expectations from the principal as the instructional leader. A key step in moving forward is to use both district and state support to ensure an intentional instructional focus.

Leadership Capacity in Diagnostic Review

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

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

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

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

The principal has exhibited a strong passion for the school, staff and students. This resonated during interviews with stakeholders as most described the principal as supportive. The team recognized the principal's level of commitment to increasing the graduation rate for students. While the four-year graduation rate did decrease from 2022-2023 to 2023-2024, there was an increase in the five-year graduation rate cohort from 2022-2023 to 2023-2024.

Data are routinely collected from multiple sources, but there was limited evidence to support that a data analysis protocol is in place. School leadership has established a PLC process where data is reviewed; however, a review of artifacts and stakeholder interview data revealed limited evidence to support the full implementation of a continuous improvement process (i.e., PDSA). Multiple sources of data, (e.g., walkthrough, CERT, common formative assessments, attendance, KSA, behavior) are collected, but there was little evidence to support the development and implementation of action plans to improve student performance. The eleot data indicated that learners who "strived to meet or were able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 14% of classrooms. In addition, learners who "engaged in rigorous coursework, discussions, and/or tasks that required the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident in 8% of classrooms. Consequently, the principal should consider adopting and implementing a data analysis protocol to develop the next steps to address individual student needs.

Finally, the Diagnostic Review Team found that the principal dedicates an excessive amount of time to non-instructional tasks, which limits her ability to focus on instructional leadership. Although many teachers express a strong desire to improve their teaching practices and student achievement, it was very evident through interviews,

classroom observations and surveys that there is a lack of student engagement, high-quality instruction and use of data to improve instruction in most classrooms. Stakeholder interviews reveal the principal is not perceived as the primary instructional leader of the school. As a result, the principal should consider delegating some of the non-instructional duties, allowing her to become the instructional leader of the building and provide direct instructional support and coaching to teachers in classrooms.



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
Lynn Simmers	Lynn Simmers serves as the assistant superintendent of Center Grove Community School Corporation in Greenwood, Indiana. Her professional career spans over 30 years, including experiences as a teacher, assistant principal, curriculum coordinator, principal and assistant superintendent. Lynn has extensive experience as a Lead Evaluator in facilitating school and system Accreditation visits and Diagnostic Reviews for Cognia.
Donna Bumps	Donna Bumps is an Educational Recovery Leader (ERL) with the Kentucky Department of Education (KDE). She has been an educator for 25 years, primarily serving at the middle and high school leadership levels. As an ERL, Donna works closely with schools as she helps them create systems and processes for school improvement.
Michael Davis	Michael Davis has over 18 years of experience in the Barren County School District. He currently serves as the director of elementary curriculum and instruction, and this is his first year in this role for the district. His past experiences include being a special education teacher, an assistant principal and a principal at both the elementary and middle school level.
Clint Graham	Clint Graham is an Educational Recovery Leader (ERL) with the Kentucky Department of Education (KDE). Clint has been an educator for 16 years. Most of his experience has been in high school leadership roles. He was an assistant high school principal for three years and a high school principal for five years.
Teresa Poole	Teresa A. Poole served K-12 students as a science teacher, high school assistant principal, elementary principal, director of curriculum and associate superintendent for over 25 years. She currently serves as the Dean of the School of Education and associate professor at a private university.

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.	2

Key Characteristic 2: Leadership for Learning

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

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

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

Key Characteristic 3: Engagement of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	1

Key Characteristic 4: Growth in Learning

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

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

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

Student Performance Data

School Name: Iroquois High

Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	10	17	46	*	46
Math	10	*	34	*	36
Science	11	*	11	*	6
Social Studies	11	11	38	9	38
Editing and Mechanics	11	13	45	12	45
On Demand Writing	11	13	42	7	43

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of students who scored Proficient/Distinguished was below the state average in social studies, editing and mechanics and on-demand writing in 2022-2023 and 2023-2024 on the KSA.

High School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	69	64	64	62
Percent Score of 60-80	18	26	24	26
Percent Score of 100	6	8	8	9
Percent Score of 140	6	2	3	3

Plus

- The percentage of English learners (ELs) scoring 140 points for progress was above the state average in 2022-2023.
- The percentage of ELs scoring 140 points for progress was tied with the state average in 2023-2024.

Delta

- The percentage of ELs scoring category points for progress was above the state average in 2022-2023 and 2023-2024.
- The percentage of ELs scoring 100 points for progress was below the state average in 2022-2023 and 2023-2024.

Percentage of Students Meeting Benchmarks on the American College Test (ACT)

Content Area	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
English	9	47	12	44
Reading	11	44	8	42
Math	5	33	4	30

Plus

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

Delta

- The percentage of students meeting benchmark on the ACT in English, reading and math was below the state average in 2022-2023 and 2023-2024.

Graduation Rate

Year	School Four-Year	State Four-Year	School Five-Year	State Five-Year
2022-2023	86.1	91.4	84.1	92.5
2023-2024	82.8	92.2	86.1	93.4

Plus

- The percentage of students graduating in the 4-year cohort was 86.1% in 2022-2023.
- The percentage of students graduating in the 4-year cohort was 82.8% in 2023-2024.
- The percentage of students graduating in the 5-year cohort was 84.1% in 2022-2023.
- The percentage of students graduating in the 5-year cohort was 86.1% in 2023-2024.

Delta

- The percentage of students graduating in the 4-year cohort was below the state averages in 2022-2023 and 2023-2024.
- The percentage of students graduating in the 5-year cohort was below the state averages in 2022-2023 and 2023-2024.

Post-Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2022-2023	46.5	79.1	47.9	83.5
2023-2024	33.3	80.9	34.2	85.9

Plus

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

Delta

- The percentage of students who were post-secondary ready in the school was below the state average in 2022-2023 and 2023-2024.
- The percentage of students who were post-secondary ready in the high demand category was below the state average in 2022-2023 and 2023-2024.

Schedule

Monday, December 9, 2024

Time	Event	Where	Who
4:00 p.m.	Principal Presentation	School	Diagnostic Review Team Members
6:00 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 10, 2024

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m. – 3:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:30 p.m. – 4:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
4:00 p.m. – 7:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 11, 2024

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:00 a.m. – 3:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:30 p.m. – 4:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
4:00 p.m. – 7:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 12, 2024

Time	Event	Where	Who
8:00 a.m. – 2:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members