Cognia Diagnostic Review Report

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Contents

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	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	31
Noncertified Staff	17
Students	43
Parents	5
Total	111

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:

During the Diagnostic Review process, several strengths were identified at Stuart Middle School. A significant strength for the school was the strong sense of urgency exhibited by the school's leadership. That urgency has fostered an environment of resilience among stakeholders. The recent rebranding from Stuart Academy to Stuart Middle School reflects a shift in identity and a commitment to enhancing the educational experience for all students. This revitalized focus has helped cultivate a more unified school culture that is evident in the community's positive feedback.

The school has maintained a high staff retention rate of 85%; this is crucial for continuity and stability in the learning environment. Regular professional learning community (PLC) meetings occur two to four times weekly and promote educator collaboration. These sessions allow teachers to share best practices, discuss challenges and refine instructional techniques, enhancing overall teaching efficacy. Survey feedback indicates notable improvements in school culture and student behavior, driven by effective systems for behavior management and safety protocols. Importantly, 75% of students agreed/absolutely agreed that "the adults make decisions to keep us safe (3)", contributing to a positive atmosphere conducive to learning.

Community feedback further suggests high satisfaction with the safety measures currently being implemented. Stakeholders reported behavioral and academic culture improvements, highlighting the school's commitment to supporting students' well-being. The positive behavioral interventions and supports (PBIS) and the Adolescent Literacy Model (ALM) have fostered a supportive learning environment aligned with the school's core values of respect, responsibility and excellence.

Despite these strengths, significant areas require urgent attention. Data from two consecutive years of the Kentucky Summative Assessment (KSA) indicated that reading proficiency in grades 6-8 is below the state average, with 18% of 6th graders, 16% of 7th graders and 9% of 8th graders scoring Proficient/ Distinguished in the 2023-2024 school year. This trend highlights a pressing need for stronger Tier 1 instruction followed by targeted interventions to address the needs of struggling students.

Additionally, teachers expressed concerns about the need for more professional development in differentiated instruction. This was substantiated by perception and observational data. Surveys showed that 46% of students agreed/absolutely agreed with the statement that they had "lessons that were changed to meet my needs (13)", while it was evident/very evident in 13% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Moreover, interviews revealed that teachers recognize the lack of an intentional data analysis protocol promoting adjustments in instruction to maximize students' learning and engagement. These results identify a critical gap in the application of insights from assessments.

The school has documented several improvement goals in its comprehensive school improvement plan (CSIP), such as improving all students' reading and math achievement. Additionally, the plan includes increased student achievement in science, social studies and writing. The school is focused on refining instructional practices through high-yield strategies and providing real-time coaching for educators. Regular monitoring and collaboration promise to foster student engagement and a positive learning environment. The school can build a foundation for sustained improvement and academic achievement by addressing these documented goals.
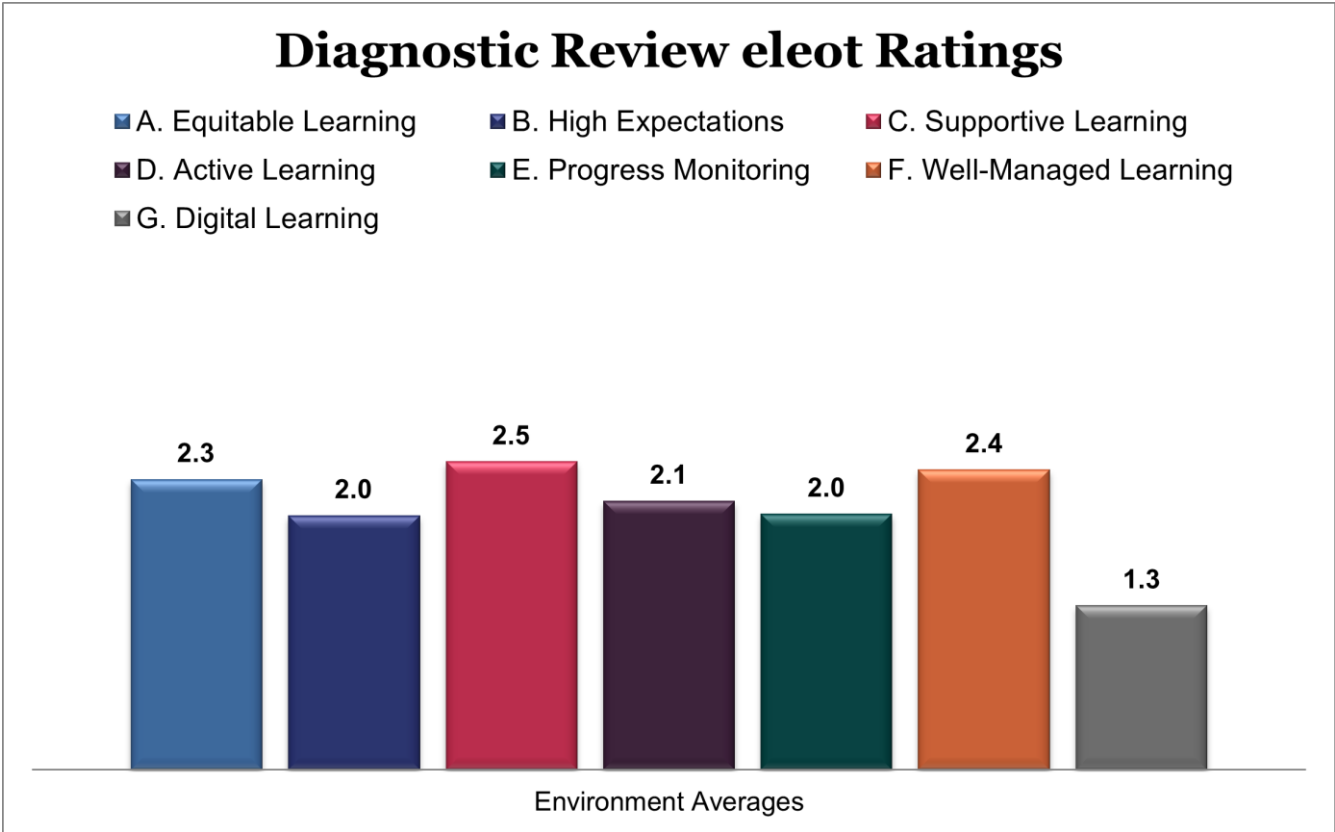
The school is encouraged to address areas for improvement and leverage its strengths. The team suggests the school continue providing an enriching educational experience while focusing on community involvement and effective data analysis. Targeted professional development will be crucial for ensuring that every student has the opportunity to succeed.

Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 39 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.

Diagnostic Review eleot Ratings

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

A	B	C	D	E	F	G
2.3	2.0	2.5	2.1	2.0	2.4	1.3

Environment Averages

A. Equitable Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	56%	31%	10%	3%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	3%	28%	51%	18%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	3%	13%	64%	21%
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.	36%	49%	15%	0%
Overall rating on a 4-point scale:		2.3				

B. High Expectations Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	23%	49%	26%	3%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	15%	54%	31%	0%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	38%	46%	15%	0%
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).	21%	56%	21%	3%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	23%	46%	31%	0%
Overall rating on a 4-point scale:		2.0				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	23%	31%	41%	5%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	13%	41%	44%	3%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	13%	28%	49%	10%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	15%	18%	56%	10%
Overall rating on a 4-point scale:		**2.5**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	21%	54%	26%	0%
D2	2.2	Learners make connections from content to real-life experiences.	18%	46%	33%	3%
D3	2.3	Learners are actively engaged in the learning activities.	13%	44%	41%	3%
D4	2.0	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	31%	41%	28%	0%
Overall rating on a 4-point scale:		**2.1**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	28%	51%	21%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	10%	56%	33%	0%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	10%	51%	38%	0%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	36%	56%	8%	0%
Overall rating on a 4-point scale:		**2.0**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	10%	31%	41%	18%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	31%	46%	10%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	38%	28%	23%	10%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	18%	38%	38%	5%
Overall rating on a 4-point scale:		**2.4**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	72%	15%	13%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	79%	13%	8%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	82%	13%	5%	0%
Overall rating on a 4-point scale:		**1.3**				

eleot Narrative

The Diagnostic Review Team conducted 39 formal observations in core content classes using the eleot tool and several informal observations in common areas across the school. The school had a previous Diagnostic Review in 2022-2023. Overall, 20 of the 28 indicators across all seven learning environments increased from the previous review. Specifically, every indicator in three learning environments (i.e., High Expectations, Supportive Learning and Active Learning) improved.

A strength emerged in the classroom observational data related to how students are treated. For example, it was evident/very evident in 85% of classrooms that "learners are treated in a fair, clear, and consistent manner (A3)." This strength was also recognized in the 2022-2023 Diagnostic Review. However, the growth was only one percentage point in this two-year period.

While many indicators across the seven learning environments improved since the previous Diagnostic Review, the team identified several areas of continued concern, such as the lack of differentiated instruction. In 13% of classrooms, it was evident/very evident that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Student and family survey data showed similar results, as 46% of students agreed/absolutely agreed that they had "lessons that were changed to meet my needs (13)" and 62% of families agreed/absolutely agreed that students "had instruction that was changed to meet their needs (15)." Educators rated a similar indicator higher, as 83% agreed/absolutely agreed that teachers "deliver instruction that considers learners' needs, interests, and potential (8)."

Additionally, the team identified a need for improvement in the High Expectations Learning Environment. In most classrooms, instruction was teacher-directed, with students completing assignments individually. Observational data revealed that in 31% of classrooms it was evident/very evident that "learners engage in activities and learning that are challenging but attainable (B2)." Observational data further revealed 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)" was evident/very evident in 24% of classrooms. These data substantiate that classroom instructional practice is not consistently aligned with the Kentucky Academic Standards (KAS).

Also, the lack of students collaborating to learn was of concern to the team. In 28% of classrooms, it was evident/very evident that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." The lack of collaboration was also noted in the Digital Learning Environment, where

observational data revealed that "learners use digital tools/technology to communicate and work collaboratively for learning (G3)" was evident/very evident in 5% of classrooms.

The Diagnostic Review Team observed a few students using feedback to guide their learning. However, in most classrooms, this important practice could not be confirmed. In 33% of classrooms, for example, it was evident/very evident that "learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)."

Additionally, in most classrooms, instructional time was not maximized. Few routines or practices were used to ensure transitions were smooth and timely. These findings were confirmed by classroom observational data as it was evident/very evident in 43% of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)." The Diagnostic Review Team found that another area of the school where transitions could be improved was in the hallways between class periods.

Finally, the school is encouraged to review classroom observational data to prioritize areas for improvement. The team also suggests the school compare the 2024 classroom observational data with data from the 2022-2023 Diagnostic Review to identify areas that, with some improvement, have the potential for quick wins and leverage those areas to improve all learning environments.

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

Create a data analysis protocol cycle for PLCs to engage in continuous, evidence-based discussions where data are analyzed, instructional implementation plans are created, progress toward achievement of those plans is monitored and action steps to improve student achievement are revised.

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

Findings

Recent findings from summative and formative student performance data, included in the appendix of this report, revealed significant gaps in proficiency, with 18% of 6th-grade, 15% of 7th-grade and 13% of 8th-grade students scoring Proficient/Distinguished in reading in the 2022-2023 school year; these results were considerably below state averages. Such data highlights an urgent need for standardized instructional methods that ensure all students receive the necessary support to excel academically.

According to stakeholder interviews and PLC work evidence provided (e.g., PLC schedule, PLC protocol/agenda, PLC backward design), PLCs are part of how teachers collaborate on instruction within the school. There is a PLC schedule incorporated into the master schedule and a dedicated meeting place with resources (e.g., technology, books) for teachers to collaborate. PLC teams also have a protocol provided to them by the school that includes the KAS, content assessed during a given time period, progress through a unit, who benefited and who did not (i.e., data analysis) and next steps for instruction. Based on interview data, teachers value the PLC time provided to collaborate with their colleagues, where they discuss student successes and areas of improvement through learning units.

Further analysis of stakeholder interview data, PLC evidence, student achievement data, survey results and eleot data demonstrate a need for the school to enhance the PLC process by including robust formative data analysis as part of the PLC structure. Furthermore, the selection of specific instructional strategies based on data analysis and content pedagogy, consistent monitoring of selected strategies and participation of school administrators in the PLC process may prove beneficial. Although teachers have access to formative data (e.g., exit tickets, student work samples, Measures of Academic Progress [MAP], unit assessments), the evidence indicates that comprehensive data analysis leading to specific instructional changes to improve student achievement is not yet part of how PLCs accomplish their work. For instance, student achievement data indicates the percentage of all students in the 6th, 7th and 8th grades scoring Proficient/Distinguished in reading on the 2022-2023 and 2023-2024 KSA was below the state average.

Furthermore, the percentage of English learners (i.e., multi-lingual learners) scoring 0 points for progress was above the state average in both 2022-2023 and 2023-2024. Additionally, survey data revealed that 82% of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (5)", while 46% of students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)." This evidence points to a need to augment the work of PLCs.

While the PLC protocol contains specific sections for data analysis and next steps for instruction, the evidence within the PLC protocol document demonstrated that data analysis was not comprehensive, and the instructional changes were general and not specific to students' instructional needs. In addition, an examination of the existing

protocol indicated a lack of a comprehensive monitoring process for instructional changes in subsequent PLC meetings and as part of the walkthrough structure. Analysis of the walkthrough tool demonstrated that the tool only contained look-fors regarding overall school priorities (e.g., learning targets, learning environment). The team found little evidence suggesting a connection between the work of the PLCs and the look-fors within the walkthrough tool, further demonstrating a need for monitoring at the school.

Furthermore, based on stakeholder interviews, the assistant principal for academics is responsible for leading the PLC initiative. Each PLC has a facilitator; however, the extent to which all school leadership team members participate regularly in the PLC process was unclear. Implementing a refined walkthrough tool, along with conducting regular classroom visits, will enable school leaders to provide timely, actionable feedback to teachers. Establishing professional learning opportunities will further empower educators to adopt effective instructional strategies that enhance student engagement and achievement. Ensuring that PLCs are structured to focus on collaborative strategies and data-informed decision making will enable teachers to adapt their instruction and foster a more engaging and supportive learning environment.

Potential Leader Actions

- Lead and facilitate PLCs.

- Create, implement and monitor a consistent system for walkthrough observations. Ensure walkthrough look-fors are aligned with the work of PLCs.

- Use the data analysis protocol cycle to determine the professional learning needs of teachers and other staff.

Improvement Priority 2

Ensure teachers set challenging and attainable learning intentions for students and implement High-Quality Instructional Resources (HQIR) into instructional practices.

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

Findings:

Stakeholder interviews indicated that while benchmark data such as Northwest Evaluation Association (NWEA) MAP Growth assessments are reviewed, the connection between these discussions and actionable instructional strategies remains unclear. Enhancing the effectiveness of PLCs and refining protocols can lead to specific, actionable steps that can positively impact student learning outcomes. Classroom observational data showed most classroom instruction was teacher-directed. There were few examples of students collaborating to learn even though several classrooms had students seated in groups. For example, in 28% of classrooms, it was evident/very evident that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Furthermore, the data showed a lack of differentiated instruction to meet individual student needs. For instance, in 13% of classrooms, it was evident/very evident that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Survey data further supported the observational data, with 46% of students who agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that were changed to meet my needs (13)".

Also, during classroom observations, students could not articulate the academic expectations to the observer. "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" was evident/very evident in 29% of classrooms. Learning targets were posted in many classrooms; however, the learning targets were often general and simplistic. The learning targets seldom reflected the level of rigor students were supposed to exhibit in their classroom work and discussions. Therefore, students were often unable to articulate what they were learning or describe high-quality work.

Few students completed high-level assignments aligned with the KAS. This was evidenced by classroom observational data. For example, learners who "demonstrate and/or are able to describe high quality work" were evident/very evident in 15% of classrooms (B3)", learners who "engage in activities and learning that are challenging but attainable (B2)" were evident/very evident in 31% of classrooms and 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 24% of classrooms.

Stuart Middle School students scored significantly lower than the state average in all content areas on the 2023-2024 KSA, confirming the lack of high expectations and rigorous learning activities. During the principal presentation, the lack of instructional rigor and high expectations were discussed as a priority for the school. The principal's primary focus for the first three years was on safety, discipline, culture and image. Now that those areas have been addressed, the principal stated it is time to focus on academics. One of the principal's "big rocks" is teacher capacity. The principal noted that high-quality teaching and engaging the staff in consistent and relevant professional development would be the foundation for ensuring instructional practices promote high expectations and rigorous learning. Also, engaging in reflective practices will be a continuous focus for staff development.

Although observations revealed a lack of high expectations and rigorous learning activities, some of the survey results contradicted the observational data. The family survey data indicated that 70% agreed/absolutely agreed that "the adults have high expectations for learning (10)." The educator survey results showed that 78% agreed/absolutely agreed that "at my institution, we uphold high expectations for learning (12)." By prioritizing student-centered instruction and leveraging high-quality resources, Stuart Middle School can cultivate an educational atmosphere where learning intentions are clearly defined and aligned with students' needs, ultimately leading to improved student achievement and engagement.

Potential Leader Actions

- Establish concise and measurable learning intentions for each subject area that are both challenging and attainable, ensuring that all teachers understand and implement these expectations in their lesson planning.

- Promote and monitor rigorous learning intentions and engage students in analysis, application, evaluation and synthesis.

- Promote and monitor the use of HQIR in classrooms.

- Promote and monitor the use of high-yield instructional strategies.

- Organize workshops focusing on HQIR that align with KAS.

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.

Stuart Middle School underwent its first Diagnostic Review in 2019-2020 and second review in 2022-2023. This additional 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 as well as the same assistant principals. Teacher retention has increased from 41.7% in 2019 to 90.2% in 2024.

The 2022-2023 diagnostic review of the school yielded two improvement priorities. Improvement Priority 1 instructed the school to refine and adjust the existing PLC process to include clear expectations for analyzing data and discussions around instructional practices and to monitor the process to ensure that students' academic and non-academic needs are met. The team was able to review the school's turnaround plan and other artifacts indicating an improvement in the PLC process has been completed; however, there is little evidence to suggest a data analysis protocol has been implemented to impact instructional needs of students. Stakeholder interviews and a review of artifacts revealed the plan is visited and updated monthly through Instructional Leadership Team (ILT) meetings.

Improvement Priority 2 directed the school to ensure instructional practices promote high expectations and rigorous learning activities that engage all students. 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 enhance student learning and engagement opportunities; for example, the school adopted and implemented the ALM. There is evidence supporting ongoing professional learning for teachers in ALM; however, eleot data indicated only 24% of classroom learners "engaged in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." The eleot data also indicated that in 44% of classrooms, it was evident/very evident that "learners are actively engaged in the learning activities (D3)."

In addition to the two improvement priorities, the school has spent a significant amount of time implementing a consistent plan on how to answer constructed response and short answer questions. Restate the question, Answer the question, Cite evidence and Explain (R.A.C.E) was implemented across all content areas. The initiative can be seen throughout classrooms on posters. Along with R.A.C.E., evidence indicated an intentional focus with implementing behavioral expectations and PBIS. Behavior referrals have decreased from 2022-2023 to 2023-2024.

The school has received approximately $1.4 million of school improvement funds (SIF) since 2019-2020. Currently, the school has an available balance of $1,250 in the Cohort 5 SIF. Funds have been spent primarily on coaching, professional development and learning (including travel), software licenses and salaries. While the school utilizes a needs assessment to determine how the funds should be expended, the school experiences a barrier in purchasing at the district level. Following the approval of purchases in one department at the district level, another department may reject the expenditure. When the school experiences the barrier, revisions have to be made to the spending plan, which creates a cyclic approval process again. This process sometimes impedes the progress the school is attempting to make.

The school's resource allocation self-study showed that the leadership team has been thoughtful in how they have allocated staff within the building. The leadership team has created Exceptional Child Education (ECE) Implementation Coach and New Teacher Mentor positions using SIF. Each position is assigned to support teachers at all grade levels. The school also hosts a full spectrum of elective course teachers and extracurricular coaches. Class sizes exceed the state maximum in at least one grade level while they meet the threshold at the other two grade levels.

Evidence suggests that schools receive differentiated levels of support from the school district to make changes. At Stuart Middle School, the evidence suggests that this school receives a lower level of support to implement school improvement efforts. The principal openly communicates the needs of the school and advocates for these additional needs. Stakeholder interviews further support the view that the school district is not regularly present at the school to lend their support due to geographic constraints and other reasons. There is evidence of district-led leadership team meetings being held once per month. Additionally, Educational Recovery (ER) staff meet weekly with the principal, and the use of SIF is a standing item on the agenda.

Leadership Capacity in Diagnostic Review

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

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

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

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround of the CSI school. Upon accepting the role as principal at this school three years ago, this principal adopted a systems perspective and was focused on changes in the environment of the school. The principal initiated changes in climate and culture at the school as evidenced by a decline in student behavior referrals, the number of parent concerns and an increase in teacher retention rates. The principal implemented continuous improvement efforts to achieve the vision, mission and core values of the school. The principal established consistency, structures and systems for change. The principal leads a strong, cohesive administrative team, and this team all speak the same language; they are working together in their continuous improvement efforts. The principal leads the school in a collaborative leadership model by empowering, motivating and inspiring others with his vision of Better Together! Interviews with stakeholders reveal their commitment to the school and their strong support for the changes initiated by the principal. The principal created a sense of urgency for change to occur. The principal engaged staff in an ongoing process of planning for continuous school and classroom improvement by establishing a structure for PLCs to meet to reflect upon current research-based instructional practices.

One of the greatest strengths of this principal is the commitment to leadership development among staff. The principal promotes leadership among the teachers and staff by encouraging teachers to have autonomy and encouraging staff to grow professionally. The principal has engaged staff in ongoing professional learning by modeling strategies for teachers during faculty and PLC meetings as well as encouraging teachers to attend conferences, participate in Green River Regional Educational Cooperative (GRREC) cohorts and allocate time for teachers to reflect and share ideas with one another. The principal has created a collaborative environment where staff feel their voice can be heard and changes can be made by establishing one-on-one conferences with staff yearly to seek further input on strategies for improvement. As the principal is developing the capacity of staff, he is

willing to learn more about instruction, as he leads the continuous improvement work at the school. While there is a system for data collection and PLC members can sometimes talk about data, there is limited instructional change following the review of data. The principal has established a walkthrough tool; however, there is little alignment between school walkthroughs and feedback and coaching to adjust instruction. This principal openly communicates to district staff the need for improvement efforts (i.e., additional staffing) and advocates for the school.

Team Roster

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

Team member name	Brief biography
Shawn Johnson	Shawn Johnson currently serves as the superintendent of Clarendon County School District. Formerly, he was the superintendent of Barnwell School District 19 in Blackville, South Carolina. Before becoming a superintendent, Shawn served as principal, school board member, assistant principal and classroom teacher in various school districts in South Carolina. Shawn recently served as a South Carolina Department of Education Third Judicial Circuit board member.
Leesa Moman	Leesa Moman is an Educational Recovery Leader (ERL) with the Kentucky Department of Education. In that position, she supports identified schools classified as targeted support and improvement (TSI). She has over 40 years of experience assisting schools and districts as they build continuous improvement systems, resulting in increased student academic performance. Leesa has served as a teacher, special education consultant, principal, director of special education and assistant superintendent in Daviess County Public Schools in Owensboro, Kentucky. She has also been an adjunct professor at Brescia University and Western Kentucky University.
Donna Bumps	Donna Bumps is an Educational Recovery Leader (ERL) with the Kentucky Department of Education. 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.
Ketsy Fields	Ketsy Fields currently works for Cognia as a senior director in the Mid-Atlantic Region in Kentucky. She is retired from public education after 31 years of service. During that time, she worked as an elementary and middle school teacher for 15 years in different counties, serving diverse populations in eastern and northern Kentucky. She also worked as a middle school assistant principal and middle school principal in Clark County (Winchester, KY) before moving to Fayette County (Lexington, KY) as principal of Yates Elementary School. She served nine years as principal of Yates Elementary School, turning this high-poverty, low-achieving school into a high-performing model of continuous improvement. Ketsy later moved to the Fayette County district office as a director of school improvement and innovation.
Marjorie Ceballos	Marjorie Ceballos served as a secondary reading and English teacher and instructional coach, as well as a district-level administrator. She is currently an associate professor of Educational Leadership at the University of Central Florida. She teaches master-and doctoral-level courses on teacher supervision, school community outreach and instructional leadership.

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.	3
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	2

Key Characteristic 2: Leadership for Learning

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

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

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

Key Characteristic 3: Engagement of Learning

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

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

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

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

Student Performance Data

School Name: Stuart Middle School

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	6	18	48	18	49
	7	15	45	16	47
	8	13	44	9	41
Math	6	6	38	*	42
	7	5	37	*	39
	8	*	36	*	37
Science	7	*	23	*	22
Social Studies	8	9	35	8	35
Editing and Mechanics	8	16	49	11	47
On Demand Writing	8	*	45	*	49

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of all students in 6th, 7th and 8th grade scoring Proficient/Distinguished in reading on the 2022-2023 and 2023-2024 KSA was below the state average.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was below the state average.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in editing and mechanics on the 2022-2023 and 2023-2024 KSA was below the state average.
- The percentage of all students in 6th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 18%.
- The percentage of all students in 7th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 16%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 9%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 8%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 11%.

Middle School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	75	68	73	66
Percent Score of 60-80	15	24	17	23
Percent Score of 100	9	7	6	8
Percent Score of 140	2	2	4	3

Plus

- The percentage of English learners (EL) students scoring 140 points for progress was above the state average in 2023-2024.
- The percentage of EL students scoring 100 points for progress was above the state average in 2022-2023.

Delta

- The percentage of EL students scoring zero points for progress was above the state average in 2022-2023 and 2023-2024.
- The percentage of EL students scoring 100 points for progress was below the state average in 2023-2024.
- The percentage of EL students scoring 60-80 points for progress was below the state average in 2022-2023 and 2023-2024.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 6th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	18	18	6	*
Female	26	20	*	*
Male	13	16	6	12
African American	*	10	2	*
American Indian or Alaska Native	*	N/A	*	N/A
Asian	*	*	*	*
Hispanic or Latino	15	19	7	12
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	29	*	*	*
White (non-Hispanic)	26	21	*	*
Economically Disadvantaged	18	16	6	*
Non-Economically Disadvantaged	22	24	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	N/A	*	N/A
Alternate Assessment	*	*	*	*
Students Without IEP	22	20	7	*
English Learner Including Monitored	*	*	*	11
English Learner	*	*	*	8
Non-English Learner	21	20	7	*
Non-English Learner or Monitored	22	17	7	*
Foster Care	*	*	*	*
Gifted and Talented	*	*	*	*
Non-Gifted and Talented	18	18	6	*
Homeless	19	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

- The percentage of 6th-grade non-economically disadvantaged students who scored Proficient/Distinguished in reading was 24% compared to 18% for all students in 2023-2024.
- The percentage of 6th-grade female students who scored Proficient/Distinguished in reading was 20% compared to 18% for all students in 2023-2024.
- The percentage of 6th-grade Hispanic or Latino students who scored Proficient/Distinguished in reading was 19% compared to 18% for all students in 2023-2024.

Delta

- The percentage of 6th-grade male students who scored Proficient/Distinguished in reading was 16% compared to 20% for female students in 2023-2024.
- The percentage of 6th-grade African American students who scored Proficient/Distinguished in reading was 10% compared to 18% for all students in 2023-2024.
- The percentage of 6th-grade economically disadvantaged students who scored Proficient/Distinguished in reading was 16% compared to 18% for all students in 2023-2024.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 7th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	15	16	5	*	*	*
Female	16	22	*	*	*	*
Male	13	11	6	*	*	*
African American	*	4	*	*	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A
Asian	*	*	*	*	*	*
Hispanic or Latino	21	16	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	38	*	*	*	*
White (non-Hispanic)	*	26	8	*	*	*
Economically Disadvantaged	13	15	5	*	*	*
Non-Economically Disadvantaged	26	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	N/A	*	N/A	*	N/A
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	17	18	6	*	*	*
English Learner Including Monitored	*	6	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	16	20	6	*	*	*
Non-English Learner or Monitored	16	19	5	*	*	*
Foster Care	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	14	15	*	*	*	N/A
Homeless	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus
- The percentage of 7th-grade students identified as two or more races who scored Proficient/Distinguished in reading was 38% compared to 16% for all students in 2023-2024.
- The percentage of 7th-grade female students who scored Proficient/Distinguished in reading was 22% compared to 16% for all students in 2023-2024.
- The percentage of 7th-grade white students who scored Proficient/Distinguished in reading was 26% compared to 16% for all students in 2023-2024.

Delta
- The percentage of 7th-grade African American students who scored Proficient/Distinguished in reading was 4% compared to 16% for all students in 2023-2024.
- The percentage of 7th-grade ELs, including monitored, who scored Proficient/Distinguished in reading was 6% compared to 16% for all students in 2023-2024.
- The percentage of 7th-grade male students who scored Proficient/Distinguished in reading was 11% compared to 16% for all students in 2023-2024.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 8th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing 2022-2023	On-Demand Writing (2023-2024)
All Students	13	9	*	*	9	8	16	11	*	*
Female	13	10	*	*	9	10	15	12	*	*
Male	14	9	7	*	9	7	17	11	4	*
African American	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	18	10	*	*	10	9	*	14	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
Two or More Races	35	12	*	*	25	*	*	12	*	*
White (non-Hispanic)	20	17	10	*	14	14	21	16	14	*
Economically Disadvantaged	11	8	*	*	8	7	12	11	*	*
Non-Economically Disadvantaged	27	13	14	*	14	13	34	12	16	*
Students with Disabilities (IEP)	4	*	*	*	*	9	*	*	*	*
Students with Disabilities/IEP Regular Assessment	4	*	*	*	*	9	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Alternate Assessment	*	*	*	*	*	*	*	*	*	*
Students Without IEP	15	11	*	*	11	10	17	13	*	*
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	15	11	*	*	10	10	17	13	*	*
Non-English Learner or Monitored	15	11	*	*	10	10	17	13	*	*
Foster Care	*	*	*	*	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	N/A	*	*	*	*
Non-Gifted and Talented	13	8	*	*	9	8	15	10	*	*
Homeless	*	*	*	*	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

- The percentage of 8th-grade Hispanic or Latino students who scored Proficient/Distinguished in reading was 10% compared to 9% for all students in 2023-2024.
- The percentage of 8th-grade Hispanic or Latino students who scored Proficient/Distinguished in editing and mechanics was 14% compared to 11% for all students in 2023-2024.
- The percentage of 8th-grade non-economically disadvantaged students who scored Proficient/Distinguished in reading was 13% compared to 9% for all students in 2023-2024.

Delta

- The percentage of 8th-grade economically disadvantaged students who scored Proficient/Distinguished in reading was 8% compared to 9% for all students in 2023-2024.
- The percentage of 8th-grade economically disadvantaged students who scored Proficient/Distinguished in social studies was 7% compared to 8% for all students in 2023-2024.
- The percentage of 8th-grade male students who performed Proficient/Distinguished in social studies was 7% compared to 10% for female students in 2023-2024.

Schedule

Monday, December 2, 2024

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

Tuesday, December 3, 2024

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

Wednesday, December 4, 2024

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 5, 2024

Time	Event	Where	Who
8:00 a.m. – 1:30 p.m.	Final Team Work Session	School	Diagnostic Review Team Members