



Cognia Diagnostic Review Report

Results for:
Foster Traditional Academy

December 12-15, 2022

Table of Contents

Introduction	2
Performance Standards Evaluation	2
Insights from the Review	3
Potential Leader Actions:.....	4
Effective Learning Environments Observation Tool (eleot) Results	5
eleot Narrative	9
Potential Leader Actions:.....	10
Improvement Priorities	11
Improvement Priority 1	11
Potential Leader Actions:.....	12
Improvement Priority 2	13
Potential Leader Actions:.....	14
Improvement Priority 3	15
Potential Leader Actions:.....	16
Your Next Steps	16
Principal Capacity in Diagnostic Review	17
Team Roster	19
Appendix	20
Cognia Performance Standards Ratings	20
Key Characteristic 1: Culture of Learning.....	20
Key Characteristic 2: Leadership for Learning	22
Key Characteristic 3: Engagement of Learning.....	24
Key Characteristic 4: Growth in Learning.....	26
Student Performance Data.....	29
Schedule	33

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	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	20
Noncertified Staff	3
Students	19
Parents	4
Total	53

Performance Standards Evaluation

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

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

Insights from the Review

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

Strengths and Continuous Improvement:

The mission of Foster Traditional Academy is "Touch the Heart, Teach the Mind." The school leadership, faculty, and staff were sincere in their efforts to Touch the Heart. They demonstrated genuine care for the students. When asked what they considered to be the best thing about the school, stakeholders indicated they love the students and that relationships are foundational. They also said that Foster Traditional Academy is a legacy school (i.e., multiple generations within the same family have attended the school). The school leadership sought to accept and address the needs of the whole child.

The Diagnostic Review Team noted that school leadership, faculty, and staff provided support services to meet the physical, social, and emotional needs of the student population. The school employed a full-time school counselor who works with students individually and in small group settings on social and emotional issues as well as a paraprofessional who provides support to students and faculty to minimize discipline referrals. In order to support student behavior and keep students actively learning, students are provided an alternate in-school environment in lieu of out-of-school suspension. Stakeholder interviews revealed that the school was seeking to collaborate with outside agencies to meet the social and emotional learning needs of students.

The school focused on ensuring all students have multiple opportunities to explore and experience extracurricular activities via the 21st Century Community Learning Center (CCLC). Teacher interviews revealed that the 21st CCLC was a successful component of the school. Students could get support with their academics while also being exposed to extracurricular programs (e.g., Drill Team, Girls on the Run, basketball). Teachers also stated that they did not know how the effectiveness of this program was formally monitored, but they perceived a positive impact due to reinforcement of good behavior during the school day as a prerequisite to participate. However, if a student exhibited negative behavior, the student was not dismissed from the 21st CCLC program. Instead, the student is provided a second chance and opportunity to return.

The Diagnostic Review Team noted the importance for all stakeholders to be intentional and consistent in their development and implementation of processes and practices to ensure alignment with the school's academic goals. The goals outlined in the school improvement plan focused on student performance on Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). During observed professional learning community (PLC) meetings, the team found a lack of evidence for a consistent protocol used to articulate what data will be analyzed and the process for analysis. For example, faculty members in one meeting indicated a desire to analyze MAP data, but they did not know how to access the reports. Interview feedback revealed that some PLC meetings focused on common assessment data analysis. However, it was unclear how the teacher-created common assessments aligned with MAP or the process for ensuring alignment. It will be important for stakeholders to clearly define and implement practices and processes for analysis of data that align to their stated academic goals.

The Diagnostic Review Team also found a lack of evidence for instructional strategies being implemented that aligned to the stated academic goals outlined in the school improvement plan. Specifically, it was unclear how the instructional practices and resources being employed in classrooms, such as content-specific instructional



coaching, were supporting attainment of this goal. Interview data showed faculty members were expected to employ Understanding by Design Framework (UbD) processes and structures to design and deliver instruction, but observational data revealed that the UbD process was not consistently implemented. There was a lack of evidence for how the aforementioned expectation aligned with the school's stated academic goals. The team did not make a connection to specific strategies that were expected to be incorporated in the classrooms, how these strategies were being differentiated to meet individual learner needs, or how they were being monitored and adjusted.

Further, the team noted that consistent monitoring and evaluation of staff professional learning for impact was a growth opportunity. Consistent, ongoing, and embedded professional learning opportunities for faculty and staff around specific academic programs, instructional design, and the use of data for instructional decisions to meet individual needs of students could be leveraged to build collective efficacy and improve teaching and learning. Observation and interview data revealed that there was not a clear understanding of MAP, which was a foundational component of the school's Continuous Improvement Plan. Interview data analysis revealed that the MAP assessments were incorrectly referred to as achievement tests as well as inaccurately compared alongside the Kentucky Summative Assessment (KSA). School leadership and faculty members could benefit from professional development focused on instructional practices that support student growth, formative assessment practices, and the purpose, delivery, and results analysis of MAP assessments.

The school also implemented a system of non-academic support (e.g., after-school academic support, extra-curricular clubs and activities, athletics) to promote student learning. While stakeholders shared that data were generated from student participation in the programs, the team found a lack of evidence for analysis regarding the degree to which these programs positively impacted academic performance. The team found that the systems of support could be leveraged to promote the same structures focused on instruction, academic student performance, and practices around monitoring and evaluation as part of the school's continuous improvement process.

Finally, the team has noted that district-level support was needed for the school in their continuous improvement work. Stakeholder interviews revealed that district support was only recently implemented because of the Comprehensive Support and Improvement (CSI) school designation. A consistent, collaborative, and supportive relationship between the school and district leadership could result in an opportunity for successful turnaround.

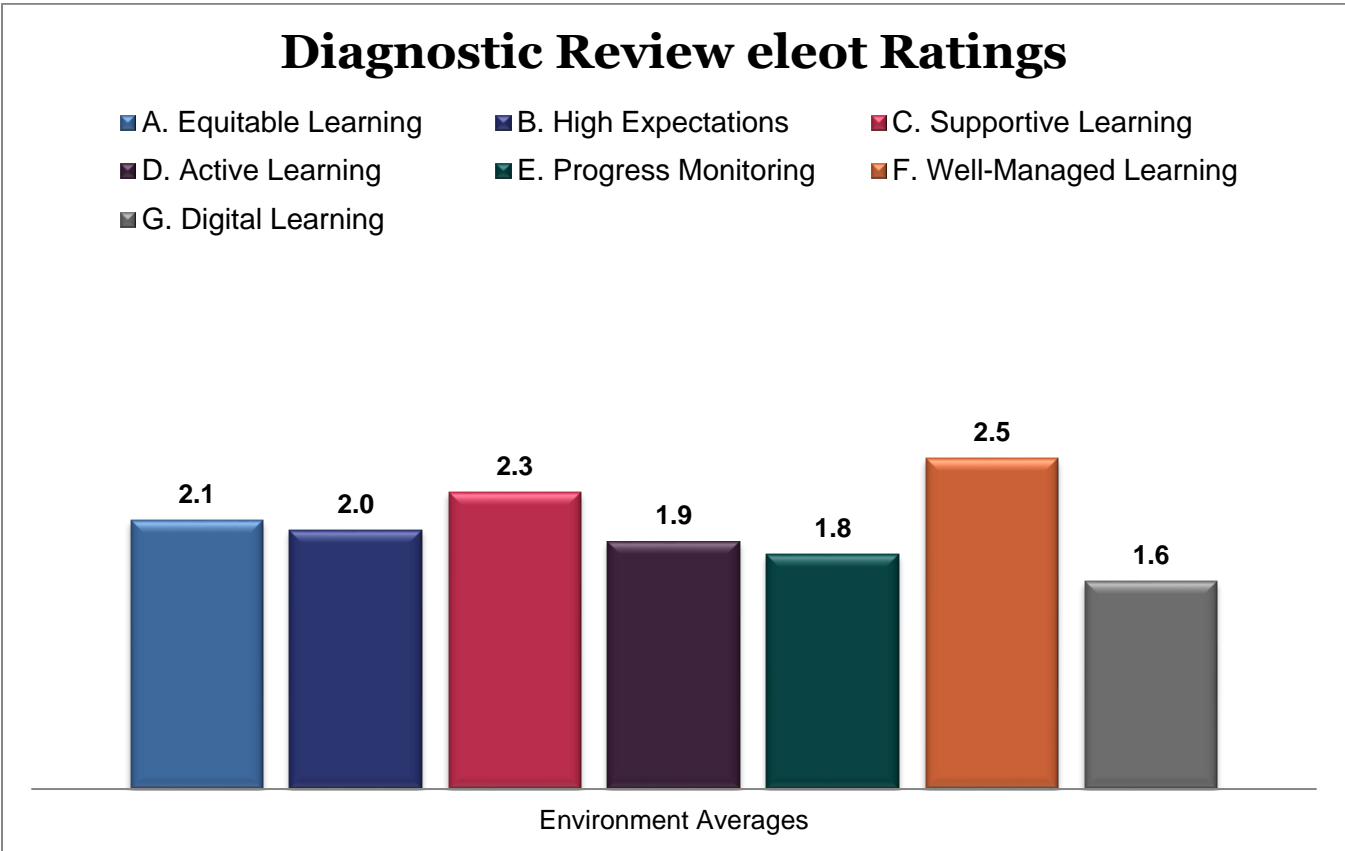
Potential Leader Actions:

- Leverage the existing high behavioral expectations for students and establish similar expectations for teaching and learning.
- Use the school's and district's instructional coaching support to provide ongoing embedded professional learning to build teacher capacity in lesson design, high-yield instructional strategies aligned with the Kentucky Academic Standards, design and implementation of formative assessments, and student data analysis.
- Develop and implement a plan for consistent monitoring, evaluation, and adjustment of programs, processes, and progress towards academic goals defined in the school improvement plan.
- Ensure non-academic support and resources are aligned with the academic goals defined in the school improvement plan.

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 twenty-three (23) 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	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	39%	35%	26%	0%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	17%	13%	65%	4%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	9%	30%	52%	9%
A4	1.2	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.	83%	13%	4%	0%
Overall rating on a 4 point scale:		2.1				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	26%	57%	13%	4%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	17%	61%	13%	9%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	61%	26%	13%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	26%	57%	4%	13%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	9%	61%	22%	9%
Overall rating on a 4 point scale:		2.0				

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	26%	48%	22%	4%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	35%	30%	30%	4%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	4%	43%	43%	9%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	9%	39%	48%	4%
Overall rating on a 4 point scale:			2.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	22%	57%	17%	4%
D2	1.9	Learners make connections from content to real-life experiences.	43%	22%	35%	0%
D3	2.2	Learners are actively engaged in the learning activities.	13%	65%	13%	9%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	70%	17%	9%	4%
Overall rating on a 4 point scale:			1.9			

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.	57%	30%	13%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	30%	39%	30%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	9%	61%	30%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	61%	35%	4%	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	2.7	Learners speak and interact respectfully with teacher(s) and each other.	4%	39%	43%	13%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4%	43%	39%	13%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	9%	48%	22%	22%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	9%	61%	17%	13%
Overall rating on a 4 point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	2.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	48%	17%	26%	9%
G2	1.7	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	70%	4%	13%	13%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	4%	4%	0%
Overall rating on a 4 point scale:		1.6				

eleot Narrative

The Diagnostic Review Team conducted 23 observations in core content classrooms using the eleot Engagement Review tool.

The Well-Managed Learning Environment produced the highest overall score of 2.5 on a four-point scale. The review team observed administrators, faculty, and staff supervising students in structured and unstructured environments. They monitored students in the hallways before and after school and during transitions to lunch and related arts courses. In addition, classroom observational data indicated that students who “speak and interact respectfully with teacher(s) and each other (F1)” were evident/very evident in 56 percent of classrooms. Learners who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)” were evident/very evident in 52 percent of classrooms.

The Supportive Learning Environment was among the highest scoring at 2.3. Reading instruction and practice was primarily teacher-driven, in small-group, and through Edmentum lessons. In observing the small-group instruction and interactions, the review team found students demonstrating “a congenial and supportive relationship with their teacher (C4)” as evident/very evident in 52 percent of classrooms. Observers found that learners who are “supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)” were evident/very evident in 52 percent of classrooms.

The review team found a lack of opportunities for active learning in many classrooms. As noted above, students often worked directly with the teacher on small group learning activities or completed independent work on Edmentum. Observers found that students who “actively engaged in the learning activities (D3)” were evident/very evident in 22 percent of classrooms. Dialogue among students, outside of discussion in the small group, infrequently occurred. It was evident/very evident in 21 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1).” Observations also revealed infrequent opportunities for student collaboration. For example, students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” were evident/very evident in 13 percent of classrooms.



Progress monitoring also emerged as an area of opportunity based on classroom observational data analysis. While teacher interviews revealed a school-wide focus on the UbD process, observers noted that students did not appear to have a clear understanding of the learning objectives, how they would be assessed, or how to monitor their own progress towards meeting the objective, which were all components of the UbD process. In 13 percent of classrooms, it was evident/very evident that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” It was evident/very evident in four percent of classrooms that students understood and were “able to explain how their work is assessed (E4).”

While most students had access to a technological device, observers found that these devices were primarily used for accessing supplemental instructional programs, such as Edmentum, for independent work. Observers found that technology was infrequently used for the purpose of application or extension of learning. In 35 percent of classrooms, it was evident/very evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning (G1).” It was evident/very evident that “learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)” in 26 percent of classrooms. While approximately three-quarters of students in classes completed independent work on their devices, their peers worked on small group learning activities with the teacher. Consequently, there were few opportunities for student collaboration. Students who “used digital tools/technology to communicate and work collaboratively for learning (G3)” were evident/very evident in four percent of classrooms.

The Diagnostic Review Team identified the highest scoring Learning Environments which the school could leverage to improve student learning. Well-managed classrooms, for example, provide a foundation for implementing innovative and evidence-based strategies, such as differentiated instruction and student learning tasks. Also, access to technological devices could be used to provide opportunities for differentiation, collaboration, and active learning within classroom instruction.

Potential Leader Actions:

- Provide ongoing, embedded professional development related to the UbD process.
- Develop expectations and provide teachers with strategies for effective use of technology for instructional purposes, especially to promote innovative, active, collaborative, and differentiated learning activities.

Improvement Priorities

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

Improvement Priority 1

Develop and implement a process to ensure staff members participate in ongoing, job-embedded professional learning aligned to school-wide and individual teacher needs. Document the procedures used to monitor the implementation of professional learning and provide teachers with assistance as needed.

Standard 6: Professional staff members receive the support they need to strengthen their professional practice.

Findings:

State assessment results revealed that the school performed below the state average in the percentage of students scoring proficient/distinguished on the KSA in every tested content area during the 2021-22 school year.

Stakeholder survey data also indicated a need for professional learning to improve the learning environment, learner achievement, and the institution's effectiveness. Seventy-four percent of educators agreed/absolutely agreed that "In the past 30 days, I participated in learning experiences that increased my knowledge and skills (22)."

Stakeholder interview data analysis revealed that professional development was largely determined by the district rather than by the specific needs of teachers. Teachers had participated in professional development on Illustrative Math, Jan Richardson Guided Reading, and Writing Across the Curriculum. However, stakeholders struggled to articulate how they implemented the learning from these trainings or how implementation effectiveness was measured.

While MAP was the primary tool used to assess student performance, stakeholder interview data did not reveal any professional learning opportunities related to MAP. Stakeholder interview feedback did not provide evidence of how they ensure new and veteran faculty members have requisite knowledge to effectively use the MAP assessment, such as the tool's purpose, what it measures, what data are generated about student learning, or how to analyze the data to advance student learning. The team noted that interviewees shared several inaccuracies concerning student assessment. For example, stakeholder interviews revealed that MAP was believed to be an achievement test that determined grade-level proficiency for students. Multiple stakeholders made synonymous comparisons between KSA and MAP and indicated that Edmentum and MAP were directly linked. The team found a lack of evidence that MAP data were used to guide instruction.

Stakeholder interview data further revealed occurrences of some individual professional development. One example was a group of teachers who participated in a national math conference. In cases where teachers attended conferences outside of the district, the expectation was that conference participants would deliver their new learning to the rest of the faculty upon their return. The team found a lack of evidence for this practice occurring or how this practice impacted teaching and learning.

Stakeholder interviews revealed that the district recently provided faculty members with specific instructional support, including English/language arts (ELA) and math coaching. District math and ELA coaches had been on-site conducting observations, providing coaching, attending PLC meetings, and leading professional development. Stakeholder interviews revealed that teachers welcomed this support, as the previous building-level instructional coach used to consistently come into classrooms to observe, model, and provide feedback. At the time of the review team's visit, the school was without an instructional coach and was awaiting the release of the new one from her current position.



Potential Leader Actions:

- Use school- and district-level academic/curriculum coaching and job-embedded professional development to build teacher capacity in lesson design, evidence-based instructional strategies, differentiated instruction, design and implementation of formative assessments, and analysis of data.
- Consistently monitor instructional practices to ensure the needs of all students are met.
- Provide teachers with consistent and timely feedback from formal and informal classroom observations.

Improvement Priority 2

Implement operational processes and procedures (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning) to ensure organizational effectiveness that supports teaching and learning.

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

Findings:

Student performance data:

Student performance data indicated that processes and procedures were not yet effectively developed or implemented to support teaching and learning. For example, the percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in all tested areas, at all grade levels, and within all reported subgroups. Fall 2022 Educator Survey data indicated that not all faculty members perceived that leaders implemented operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. Seventy-four percent of faculty agreed/absolutely agreed that "At my institution, we base our improvement efforts on learners' needs (5)."

Stakeholder interviews revealed the school had recently implemented PLCs for the purpose of analyzing student performance data, sharing instructional strategies, and determining next steps to support student growth. Observation of PLC meetings revealed the school did not consistently implement the process. For example, there was evidence of one grade-level team incorporating PLC meeting norms. Some PLC meetings were guided by an agenda and protocol, but some teachers indicated that there were inconsistencies in keeping meeting minutes. The team found a lack of evidence concerning the procedure to decide what data would be analyzed and discussed during PLC meetings, and some stakeholders reported that they did not know how to access the data. Observational data also revealed that some participants were not motivated to attend these meetings or arrived more than 15 minutes late. Thus, the stated objectives of PLC meetings, as shared in stakeholder interviews, were not met.

Another process discussed in stakeholder interviews was lesson design, specifically the use of the UbD process. Stakeholders shared that UbD was an embedded process for lesson design at the school. However, observation of a PLC meeting revealed that teachers lacked understanding about this framework as they attempted to compose a unit plan together. It was further observed that the instructions the teachers were provided to complete this task lacked clarity.

The Diagnostic Review Team perceived a lack of understanding among faculty members when using data to make instructional decisions. This finding was confirmed by stakeholder interview data. For example, interview data revealed the absence of an articulated process other than that teachers were to attend PLC meetings with their student performance data and be prepared to discuss their strengths, weaknesses, and next steps. PLC participants could examine each other's student performance data on the school's data wall.

While the school has a continuous improvement plan that contains school goals, a review of documents and artifacts revealed the plan lacked clearly articulated processes and procedures. Identified areas for enhanced clarity were monitoring curriculum implementation and instructional practices, providing meaningful feedback to teachers, and analyzing and using data for instructional decisions or program evaluation. Also, establishing a formal, ongoing, and embedded professional development plan in support of teaching and learning that is specific to the needs of faculty members and students could enhance continuous improvement efforts in concert with district-wide professional development activities.

Stakeholder interview data revealed a lack of established processes to positively impact teaching and learning. For example, stakeholder interview data revealed that quantitative data from various assessments (e.g., MAP, grade-level common assessments, Reading Benchmark Assessment System) are collected but the review team found a lack of evidence for a formal process to analyze and use the feedback from these data for teaching and



learning. Also, qualitative data were gathered from classroom walkthroughs, but the team found a lack of evidence for a process to respond to the collected data. Stakeholders shared that observational feedback was often delayed and inconsistently shared with them, which prevented them from adjusting their teaching in a timely manner. In some cases, stakeholders revealed it takes up to two weeks to receive feedback on these classroom observations.

Potential Leader Actions:

- Develop and implement a plan for consistent monitoring of progress towards academic goals defined in the continuous improvement plan, adjusting as needed. Identify specific data that will be used to monitor progress and a common protocol that all teachers will use to analyze data.
- Implement a process for evaluating the impact of support and resources (e.g., academic/instructional coaching, job-embedded professional development) to ensure they are aligned with the academic goals defined in the school's continuous improvement plan and making the desired impact.
- Consistently monitor instructional practices via formal observations and informal classroom walkthroughs, providing teachers with specific and timely feedback and support to improve delivery of instruction.

Improvement Priority 3

Develop and monitor a process to ensure instruction is at the appropriate level and prepares students for their next level of learning. Ensure formative assessments are administered and data analysis is consistently and effectively used to adjust instruction to meet each student's academic needs.

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

Findings:

Stakeholder survey data analysis indicated school leadership staff could benefit from opportunities to build collective efficacy around curriculum and instructional design. The Fall 2022 Educator Survey data analysis indicated that 64 percent of educators agreed/absolutely agreed with the statement, "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Comparatively, the Fall 2022 Student Survey data analysis revealed that 70 percent of students agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that were changed to meet my needs (13)."

Classroom observational data generally revealed teacher-centered, small-group instruction, while the remainder of the class engaged in individual computer-based lessons on Edmentum. While most students were compliant and well-behaved, little attention was given to the needs of individual students or incorporation of technology for critical thinking or collaboration. It was evident/very evident in 26 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Further, classroom observational data indicated that students were inconsistently provided instruction that was embedded with high expectations. The team found a lack of students being asked to synthesize, apply information from text or other sources or engage in lessons designed for student discovery outcomes. It was evident/very evident in 22 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." In 13 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or are able to describe high quality work (B3)." Learners engaged 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 17 percent of classrooms.

Classroom observational data revealed a lack of evidence that students were given the necessary tools to monitor their own progress or understand how they were being assessed. It was evident/very evident in four percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)." In 13 percent of classrooms, it was evident/very evident that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." In 30 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or verbalize understanding of the lesson/content (E3)."

Parent interview feedback revealed that there was no clear distinction between two of the three student pathway programs (e.g., Resides, Traditional, or Advanced), at the school. Students participating in the Resides and Traditional programs were placed in the same classrooms and engaged in the same learning. Parents perceived the only distinction between these two programs was future middle school placement. Although their children would presumably be admitted to the middle school of their choice, some parents expressed concern that their students in the Traditional program were not being academically prepared. Several parents expressed that they considered removing their students from the Traditional program due to the lack of personalized learning and reduced level of rigor. Parents expressed concern that students were not being given homework, and there was a perceived lack of communication when students were academically underperforming. In one case, a parent shared a perception that there was little concern about the submission of missing work.

Student interview feedback revealed similar concerns. Students shared that they were not permitted to move onto the next learning target or task after they mastered a topic. Instead, they waited until all classes at that grade level



had caught up before they moved forward, which limited opportunities for enrichment or introduction to new content. Other stakeholder interviews also revealed inconsistencies in the level of academic rigor in classrooms. While some teachers felt that their students were prepared for the next grade level, they did not have the same level of certainty about students in other classrooms. Stakeholders further revealed that not all teachers held students accountable for meeting high expectations, and some teachers did not hold themselves accountable.

Potential Leader Actions:

- Develop and document a plan that guarantees instruction is at the appropriate level of rigor to prepare all students for their next level of learning. Document a method to monitor the implementation of the plan.
- Identify and execute curricular offerings that appropriately align with students' selected pathways (e.g., Resides, Traditional, or Advanced).

Your Next Steps

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

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

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

Principal Capacity in Diagnostic Review

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

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

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

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

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

During the 2022 Diagnostic Review, the team conducted stakeholder interviews, reviewed artifacts, and conducted observations. Throughout the Diagnostic Review, the principal spoke about the importance of students' social and emotional well-being. The principal explained that educating the "whole child" was a priority. However, the principal does not address negative behaviors of adults within the building which contribute to an environment that is not conducive to learning. For example, the Diagnostic Review Team observed negative adult behaviors (e.g., excessive yelling, dominating body language, and aggressive language) that impacted and/or triggered students. The Diagnostic Review Team also observed an unsafe learning environment (i.e., unsupervised students and multiple physical altercations between students).

Additionally, the principal has not placed that same emphasis on academic expectations that is put on social, emotional, and behavioral expectations. The principal has not created a sense of urgency among all stakeholders regarding being a CSI school and has not fostered an academic culture of continuous improvement in teaching and learning (e.g., analysis and meaningful use of MAP data, a mission/vision process leading to a healthier culture and climate involving all stakeholders, a schoolwide instructional process including backward planning, more effective lesson design). School leadership should prepare the school and the community for improvement by instilling mutual commitment and accountability and developing the knowledge, skills, and motivation to improve. Methods of continuous improvement will be required to achieve a vision and mission that promote the core values of the school.



The team also noted limited visibility and presence of the principal in classrooms and other common areas during the visit. The school functions without clear instructional priorities, and the principal does not make it a common practice to monitor instruction. The principal is unable to adequately articulate how implemented programs are effectively impacting student learning and achievement and the continuous improvement process. School leadership should engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

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
Staci L. Kimmons, Ph.D.	<p>Dr. Staci Kimmons has over 20 years of experience as an educator, most recently as a director of curriculum and instruction in Atlanta, Georgia. In this position, she supervised principals and led initiatives related to the review and selection of curriculum, supplemental programs, and tools for elementary, middle, and high school students. Prior to this experience, she served as an administrator at the elementary, middle, and high school levels. Dr. Kimmons currently serves as a Diagnostic Review Lead Evaluator for Cognia, as a staff professional learning specialist for the Northwest Education Association, and as an adjunct professor in curriculum and instruction and educational leadership.</p>
Kim Cornett	<p>Kim Cornett currently serves as an Educational Recovery Leader for the Kentucky Department of Education. This position provides direct support to turnaround schools across the state. Mrs. Cornett has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She also holds certifications from The Institute for Performance Improvement. Kim has served on Diagnostic Review teams and audit teams for the past 10 years as a team member, lead, and associate-lead. She has been an educator for more than 28 years serving as a high school teacher, district liaison of academic performance, and a district chief academic officer.</p>
Paula Johnson	<p>Paula Johnson is currently in her first year as a Continuous Improvement Coach for the Kentucky Department of Education. Paula has spent 13 years in district and school administration, two years as an Educational Recovery Specialist, four years as a reading interventionist and six years as a classroom teacher. She has served as district director of academics and director of equity, as well as principal, assistant principal, curriculum coach, professional development coordinator, and Response to Intervention (RTI) coordinator.</p>
Jacqueline Beeman	<p>Jacqueline Beeman currently serves as a district school improvement coach. This position provides direct support to principals, school leadership team, and teachers throughout the district. She has been an educator for 31 years serving as a middle school math and science teacher, building lead mentor, district zone coach, and school improvement coach.</p>
Kim Henderson	<p>Kim Henderson currently serves as a district instructional coach for elementary schools. This position provides direct support to teachers and instructional support throughout the school district. She has been an educator for the past 10 years, serving as an elementary teacher, elementary curriculum coordinator, and assistant principal. Additionally, she has served as a mentor teacher and coach, building assessment coordinator, PBIS coach, restorative practices coach, Striving Readers grant lead, and Title I coordinator. She has also presented on content literacy and scaffolding strategies at the school and district levels.</p>

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.	1
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.	1

Key Characteristic 2: Leadership for Learning

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

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

Key Characteristic 3: Engagement of Learning

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

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

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

Key Characteristic 4: Growth in Learning

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

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

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

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

Student Performance Data

School Name: Foster Traditional Academy

2021-22 Kentucky Summative Assessment Percent Proficient/Distinguished (P/D)

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	17	45
	4	17	46
	5	13	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	9	37
Editing and Mechanics	5	19	47
On Demand Writing	5	*	33

Plus

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

Delta

- The percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in all content areas in all grade levels.

Elementary English Learner Progress

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	17	*	N/A	N/A	N/A	N/A
Female	19	*	N/A	N/A	N/A	N/A
Male	15	*	N/A	N/A	N/A	N/A
African American	13	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	17	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	18	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	17	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	17	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	17	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- Seventeen percent of third-grade students performed at the proficient/distinguished level in reading on the KSA in 2021-22.
- Fifteen percent of third-grade male students scored proficient/distinguished in reading on the KSA in 2021-22 compared to 19 percent of female students.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	17	*	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	22	*	*	N/A	N/A	N/A
African American	16	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	16	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	19	*	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	18	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	18	*	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	17	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

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

Delta

- Seventeen percent of fourth-grade students scored proficient/distinguished in reading on the KSA in 2021-22.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	13	*	N/A	9	19	*
Female	17	*	N/A	13	19	*
Male	8	*	N/A	*	*	*
African American	12	*	N/A	8	19	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	*	*
Economically Disadvantaged	13	*	N/A	9	18	*
Non-Economically Disadvantaged	*	*	N/A	*	27	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	15	*	N/A	10	23	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	13	*	N/A	9	20	*
Non-English Learner or Monitored	13	*	N/A	9	20	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	13	*	N/A	9	19	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- Thirteen percent of fifth-grade students scored proficient/distinguished in reading on the KSA in 2021-22.
- Eight percent of fifth-grade male students scored proficient/distinguished in math on the KSA in 2021-22 compared to 17 percent of female students.
- Eighteen percent of fifth-grade economically disadvantaged students scored proficient/distinguished in editing and mechanics on the KSA in 2021-22 compared to 27 percent of non-economically disadvantaged students.

Schedule

Monday, December 12, 2022

Time	Event	Where	Who
4:00 p.m. – 4:45 p.m.	Principal Presentation	School	Diagnostic Review Team Members
4:45 p.m. – 5:00 p.m.	Team returns to the hotel		
5:00 p.m. – 8:00 pm	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 13, 2022

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 14, 2022

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

Thursday, December 15, 2022

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