



Cognia Diagnostic Review Report

Results for:
Stuart Academy

November 28 - December 1, 2022

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the 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)	11
Certified Staff	22
Noncertified Staff	18
Students	33
Parents	4
Total	95

Performance Standards Evaluation

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

Interview data showed that most teachers supported the principal. The team observed a friendly, professional relationship between administrators and teachers. During interviews, the Diagnostic Review Team heard that relationships between many staff members and students had improved this year. Staff and students reported that the school culture has improved. The team found that the school has taken steps toward building a collaborative culture to provide teachers with a voice in decision-making, such as stakeholders discussing the use of incentives to improve behaviors and teachers in one department deciding where to assign a teacher. Numerous teachers reported having a voice and input into some decision-making. Interview data also showed that the principal has made it known that change is needed for the school to improve.

The school has sufficient resources (i.e., six assistant principals, 1:1 technology for all students, mental health counselors, and security officers) to address student needs. The facilities were clean and well-maintained. The team observed some well-managed classrooms, but that practice was inconsistent across the school. Stuart Academy has embraced its diversity by creating several mentoring and various after-school clubs and activities to keep students involved (e.g., Justice Now, Mental Health Practitioner, Counselor Groups). The leadership team is working on the school's culture by positively recognizing staff members during meetings. The principal is seeking to create a culture within the school leadership team that promotes collegiality and collaborative work. This collaborative leadership approach has already positively impacted relationships by improving the culture and controlling many behavioral issues as compared to the previous years.

Through interviews and observations, the Cognia Diagnostic Review Team found Stuart Academy was striving for success after several changes in leadership and other disruptions (e.g., the pandemic, rebranding, low teacher retention) throughout the last few years. Many stakeholders reported they were relieved to have the new leadership and pleased with the current support. Though the challenges continue, the stakeholders described the school as exciting, diverse, and going in the right direction.

Stuart Academy has established a collaborative culture that can be leveraged to ensure support for learners' individual educational needs. Classroom observations revealed that most teachers used whole group instruction and minimal differentiated instructional strategies to meet students' unique needs. For example, it was evident/very evident in eight percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs(A1)." Observation data further revealed a lack of rigor, high expectations, and student engagement.

During interviews, many stakeholders discussed the need for the school to establish an effective and interactive communication protocol to ensure clear communication between the school and home and teachers and administrators. Families reported they are often unaware of who to contact when they need information. Parents also noted that communication issues could be resolved if the school would provide families with a detailed directory outlining staff members' individual roles, responsibilities, and contact information.

The Diagnostic Review Team reviewed the institution's continuous improvement plan and found that it contained five goals and several aligned objectives. The five goals were reviewed in October 2021 during a two-day



Kentucky Department of Education (KDE) site visit. Three of the five goals are directly related to improving student achievement in math, reading, science, and social studies and are aligned with the Improvement Priorities in this report. Even though Stuart Academy's leadership team had developed a school improvement plan, the team found no formal process to measure and monitor any of the objectives. Knowing that the institution recognizes the need to improve instruction, the school leadership team has primarily focused on managing and controlling behavioral issues. According to the leadership team, the next step is to deeply address instruction and curriculum. Leadership shared that this step is planned in the near future.

Potential Leader Actions:

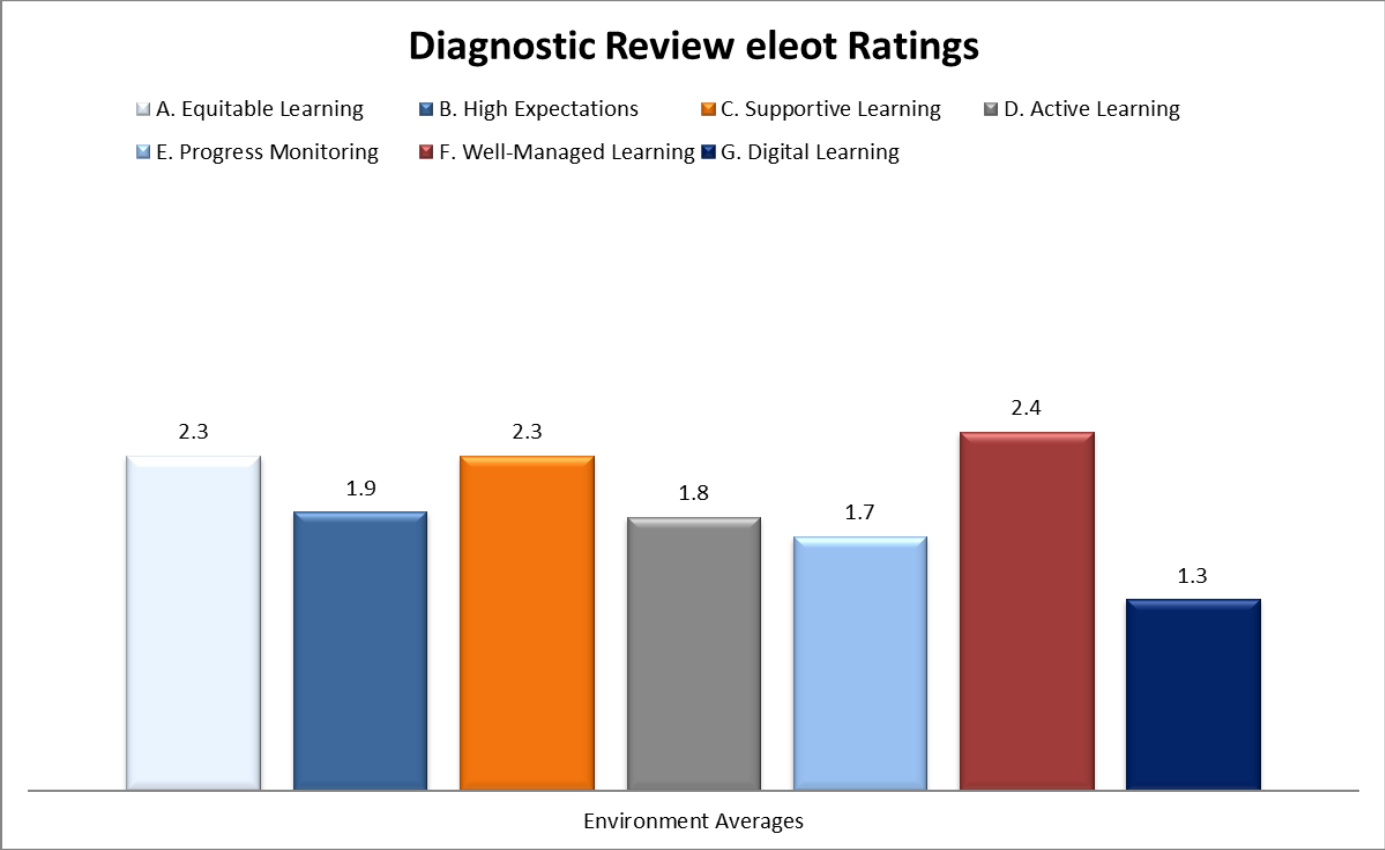
- Build on the school's current climate to support collegiality and a collaborative culture among staff members and administrators for the effective implementation of professional learning communities (PLC)s.
- Establish clear and concise school-wide expectations with articulated rules, routines, and procedures for staff members to ensure the effective implementation of behavior management initiatives.
- Collect data about the implementation and effectiveness of existing behavior management practices and use findings to make decisions to eliminate disruptive behaviors. Revise practices and processes as necessary to improve student behavior.
- Provide professional learning activities for instructional staff members to assist them in identifying evidence-based strategies and interventions that increase student engagement and promote a rigorous learning environment.



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 37 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	57%	35%	5%	3%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	30%	51%	11%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	5%	11%	68%	16%
A4	1.9	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	41%	32%	24%	3%
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	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	22%	57%	22%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	22%	51%	27%	0%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	49%	51%	0%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	19%	73%	8%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	27%	54%	19%	0%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	22%	49%	27%	3%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	24%	51%	24%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	11%	41%	43%	5%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	11%	38%	43%	8%
Overall rating on a 4-point scale:			2.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	30%	49%	19%	3%
D2	1.8	Learners make connections from content to real-life experiences.	49%	30%	19%	3%
D3	2.0	Learners are actively engaged in the learning activities.	19%	62%	19%	0%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	49%	38%	11%	3%
Overall rating on a 4-point scale:			1.8			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	54%	41%	5%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	24%	62%	14%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	24%	54%	22%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	62%	30%	8%	0%
Overall rating on a 4-point scale:			1.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	14%	27%	35%	24%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	14%	30%	46%	11%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	32%	30%	27%	11%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	19%	43%	32%	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	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	73%	8%	14%	5%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	3%	8%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	11%	3%	3%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 37 classroom observations using the eleot tool and many informal observations in common areas and classrooms. The team found that many adults treated students with respect. Classroom observation data showed that it was evident/very evident in 84 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).” In 59 percent of classrooms, it was evident/very evident that “Learners speak and interact respectfully with teacher(s) and each other (F1).” However, the team also observed adults raising their voices with students and students yelling back at staff. Additionally, the team observed a great deal of off-task behavior, which contributed to classroom management issues. For example, students who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)” were evident/very evident in 57 percent of classrooms, suggesting that in many classrooms students did not demonstrate knowledge of or follow behavior expectations. In 38 percent of classrooms, it was evident/very evident that “Learners transition smoothly and efficiently from one activity to another (F3).” Lack of organized and structured transitions hindered maximizing instructional time and student engagement. The team observed ineffective hallway transitions where students continued to linger after being told to go to their classrooms.

The Diagnostic Review Team observed that instruction was primarily teacher-driven and lacked the rigor necessary to meet grade-level standards. For example, students engaging in “activities and learning that are challenging but attainable (B2)”, were evident/very evident in 27 percent of classrooms. Also, students rarely worked together on assignments as it was evident/very evident in 14 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).” Most assignments were not varied or modified to meet the individual needs of students. Instead, students in most classes completed the same assignment. The classroom observation data supported these findings, as it was evident/very evident in eight percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” and “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” The Diagnostic Review Team also observed a few students sleeping, on cell phones, or using devices for non-academic purposes. It was evident/very evident in 19 percent of classrooms that “Learners are actively engaged in the learning activities (D3).”



It was evident/very evident in 22 percent of classrooms that “learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1)”, signifying that instruction was primarily teacher-centered, and students had few opportunities to collaborate and engage in authentic learning. The team also noted in the Progress Monitoring and Feedback Learning Environment that students who “monitor their progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in five percent of classrooms. Also, in 14 percent of classrooms, it was evident/very evident that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).” In 22 percent of classrooms, it was evident/very evident that “Learners make connections from content to real-life experiences (D2).” Finally, the team noted that instruction seldom included interdisciplinary connections.

When asked, few students could explain the attributes of proficient work. The team observed missed opportunities for students to assess their own performance, identify gaps in their learning, and create learning goals. For example, in 22 percent of classrooms, it was evident/very evident that “Learners demonstrate and/or verbalize understanding of the lesson/content (E3).” In eight percent of classrooms, it was evident/very evident that “Learners understand and/or can explain how their work is assessed (E4).” Students could not explain how their work would be graded or the steps they should take to receive a passing grade on the assignment.

Finally, the team observed few academic uses of technology by students. Rather, most technology was used by teachers to show presentations and videos or provide notes for students to copy. Practices in the Digital Learning Environment scored the lowest of all the environments. In six percent of classrooms, it was evident/very evident that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).” The team observed students in a few classrooms being allowed to use their school device to complete an assignment and communicate with their partner. In eight percent of classrooms, it was evident/very evident that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” It was evident/very evident in 19 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1).”

Potential Leader Actions:

- Build and develop instructional and non-instructional structures and procedures to ensure behavioral and learning expectations are established for all students.
- Improve rigor and engagement in the classrooms by implementing a curriculum that is challenging and attainable to prepare students for the next level.
- Develop a system for monitoring and providing meaningful feedback to students to ensure their learning is progressing.
- Establish expectations to maximize instructional time.

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

Refine and adjust the existing professional learning community (PLC) process to include clear expectations for analyzing data and discussions around instructional practices. Monitor the process to ensure that students' academic and non-academic needs are met.

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

Findings:

According to stakeholder interviews and professional learning community (PLC) meeting notes and emails, expectations exist for teachers to participate in weekly PLC meetings to analyze data and adjust the curriculum to meet students' academic and non-academic needs. Although the leadership team revamped the master schedule and included PLC meetings as part of Stuart Academy's 3 Big Rocks, PLC meetings are often cancelled, or teachers are unable to attend regularly due to the high absenteeism leading to the need for class coverage. According to interview data, teachers felt comfortable in providing information and feedback for improvement purposes to school leadership, but a formal process did not exist. Further, based on an email document dated October 30, 2022, PLC attendance and norms have been an issue. The team identified an opportunity for the school to build on the current PLC meeting structure by including a process for continuing PLC meetings during staff absences. A review of student performance data is not a routine part of collaborative PLC work, but instead, reviewing data is left to the discretion of each team. Stakeholders indicated that a data folder in a Google Drive has streamlined the process this year; however, the data were not evident. Even though a school improvement plan was developed with academic goals, the Diagnostic Review Team was unable to confirm through interviews that teachers collaboratively and formally review student performance data to help students reach academic goals. In line with the findings that teachers are unable to attend PLC meetings to collaborate, exchange ideas, and analyze student data to improve student outcomes, survey data revealed that 64 percent of educators agreed/absolutely agreed that "At my institution, we base improvement efforts on learners' needs (5)." However, 24 percent of families agreed/absolutely agreed that "Adults are committed to trying new things to improve (6)." In addition, 52 percent of middle/high school students agreed/absolutely agreed with the statement, "The adults try new things to improve our school (6)." Teacher interviews revealed a lack of consistency in using systems and procedures, such as PLC meetings, to improve student outcomes through collaboration and instructional planning.

Further, the absence of teacher-developed lesson plans suggested that individualized instructional plans also are not being developed and implemented, which is an important step in planning to meet student needs. According to staff and student interview data, students view instruction as boring and not fun. Additionally, interview data indicated that teachers have low academic expectations of students. Interview data also suggested that teachers lack consistency in the assistance they provide as students are completing their assignments.

Student performance data showed that students are not performing at the level they need to be ready for the next level of learning. For example, students scored lower than the state average in many content areas on the 2021-22 Kentucky Summative Assessment (KSA), such as 12 percent of seventh-grade students scored at the proficient/distinguished levels in reading compared to 43 percent statewide. Likewise, the percentage of seventh-grade students who scored at the proficient/distinguished levels in math was 10 percent compared to 38 percent



statewide. The percentage of eighth-grade students who scored at the proficient/distinguished levels in social studies was seven percent compared to 36 percent statewide. Finally, the percentage of students in eighth grade who scored at the proficient/distinguished levels in reading was 13 percent compared to 44 percent statewide.

Potential Leader Actions:

- Provide professional learning activities for teachers about collaborating during PLC meetings, using data to inform instruction, and assessing students for and of learning.
- Ensure PLC) meetings have a regularly scheduled and protected time and follow the adopted PLC protocol with fidelity.
- Collect and analyze data on current instructional practices (e.g., strategies, activities, assessments) and use findings to adjust instruction as necessary to ensure students learn at the appropriate level of rigor.
- Develop procedures and templates for lesson plans to monitor learning trajectories and ensure content is taught with fidelity and meets the specific needs of the students based on content standards and student data.

Improvement Priority 2

Ensure instructional practices promote high expectations and rigorous learning activities that engage all students.

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

Findings:

Observation and interview data revealed a lack of an instructional process that held students to high expectations in learning-centered practices. For example, the overall average of the High Expectations Learning Environment was 1.9 on a four-point scale. Classroom observation data showed it was evident/very evident in 22 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” Also, it was evident/very evident in zero percent of classrooms that “Learners demonstrate and/or are able to describe high-quality work (B3).” Instances in which “Learners 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 eight percent of classrooms. Observations indicated that in eight percent of classrooms, it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

Also, students scored significantly below the state average in all content areas on the 2022 Kentucky Summative Assessment. The student performance data, as previously discussed, indicated that students are not performing at a level comparable to the state, which confirms the lack of a rigorous learning environment. While interview data indicated that student misbehaviors caused many disruptions that impeded classroom instruction, staff and students agreed that student misbehaviors had improved this year, which provides an opportunity for the school to focus on teaching and learning.

Survey data supported interview and classroom observation data and showed 33 percent of families agreed/absolutely agreed that “The adults have high expectations for learning (10).” Educator survey data indicated that 46 percent agreed/absolutely agreed that “At my institution, we uphold high expectations for learning (12).” Likewise, 40 percent of educators agreed/absolutely agreed “At my institution, we provide an instructional environment where all learners thrive (9).”

In addition, as previously discussed, observation data showed a lack of high expectations for groups of students. Classroom observation data, for instance, showed it was evident/very evident in zero percent of classrooms that “Learners demonstrate and/or are able to describe high quality work (B3).” Notably, classroom observation data indicated that most instruction was whole group with students independently working on the same low rigor assignment.

Potential Leader Actions:

- Develop and implement a school-wide lesson design (e.g., differentiated instruction, lesson plan template, instruction protocol) that ensures rigor and student engagement during the entire class period.
- Monitor the implementation of the lesson design process using a walkthrough tool to ensure students are actively engaged in the learning activities.
- Routinely analyze and monitor data and use findings to inform and adjust instruction.



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.

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
Tyneshia Eaddy	Dr. Tyneshia Eaddy has 10 years of experience in education. She has served as a high school mathematics teacher, coach, and currently as a director of secondary education. As the director of secondary education of Clarendon County School District, she coordinates the curriculum implementation process and the professional development activities for the middle and high schools while supervising the secondary administrators in the district.
Sam Watkins	Sam Watkins has 37 years of experience in education serving students in Lee County Public Schools and Woodford County Schools for 27 of those years. Mr. Watkins has served in the capacity of teacher, assistant principal, athletic director, principal, and director of districtwide programs. Additionally, Mr. Watkins has served as an Educational Recovery Leader for 10 years with the Kentucky Department of Education.
James Carrier	James Carrier is a 26-year veteran educator. Since 2021, he has served as an Educational Recovery Leader with the Kentucky Department of Education. James formerly served as the principal of Stanford Elementary and Highland Elementary in Lincoln County, KY. He has experience as an academic program consultant, library media specialist, and classroom teacher in primary, fifth, and six grades. He was a semi-finalist for the Kentucky Elementary Teacher of the Year in 2009 and a Kentucky finalist for the 2010 Presidential Award for Excellence in Math and Science Teaching.
Wendy Duvall	Dr. Wendy Duvall has 27 years of experience in education serving in various roles as a teacher, curriculum specialist, principal, and currently the assistant superintendent, director of personnel and federal programs (e.g., Title I, II, V) for Todd County School District in Kentucky. Dr. Duvall has taught at all levels of P-12 education from kindergarten to high school. Dr. Duvall's work to support instructional improvements as a principal of a diverse middle school for 13 years enabled the turnaround efforts in the school being recognized as a school of distinction. By serving in various leadership roles, Dr. Duvall has mentored leaders at both the school and district levels.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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



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

Key Characteristic 3: Engagement of Learning

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

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

Student Performance Data

School Name: **Stuart Academy**

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	N/A	44
	7	12	43
	8	13	44
Math	6	N/A	38
	7	10	38
	8	*	36
Science	7	*	22
Social Studies	8	7	36
Editing and Mechanics	8	9	46
On Demand Writing	8	*	38

Plus

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

Delta

- The percentage of students in seventh-grade scoring at the proficient/distinguished level in reading was 12 percent as compared to 43 percent for seventh-grade students statewide.
- The percentage of students in eighth-grade scoring at the proficient/distinguished level in reading was 13 percent as compared to 44 percent for eighth-grade students statewide.
- The percentage of students in seventh-grade scoring at the proficient/distinguished level in math was 10 percent as compared to 38 percent for seventh-grade students statewide.
- The percentage of students in eighth-grade scoring at the proficient/distinguished level in social studies was seven percent as compared to 36 percent for eighth-grade students statewide.
- The percentage of students in eighth-grade scoring at the proficient/distinguished level in editing and mechanics was nine percent as compared to 46 percent for eighth-grade students statewide.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	77	38
Percent Score of 60-80	17	28
Percent Score of 100	4	19
Percent Score of 140	2	9

Plus

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

Delta

- The percentage English Learners scoring at the 0 level on the 2021-22 Accessing Comprehension and Communication in English State-to-State (ACCESS) assessment was 77 percent as compared to 38 percent for English Learners statewide.
- The percentage English Learners scoring at the 60-80 level on the 2021-22 ACCESS assessment was 17 percent as compared to 28 percent for English Learners statewide.
- The percentage English Learners scoring at the 100 level on the 2021-22 ACCESS assessment was four percent as compared to 19 percent for English Learners statewide.
- The percentage English Learners scoring at the 140 level on the 2021-22 ACCESS assessment was two percent as compared to nine percent for English Learners statewide.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 7th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	12	10	*	N/A	N/A	N/A
Female	11	10	*	N/A	N/A	N/A
Male	14	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	12	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	17	13	*	N/A	N/A	N/A
White (non-Hispanic)	19	17	*	N/A	N/A	N/A
Economically Disadvantaged	11	9	*	N/A	N/A	N/A
Non-Economically Disadvantaged	18	*	*	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	13	10	*	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	14	11	*	N/A	N/A	N/A
Non-English Learner or Monitored	14	11	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
Non-Gifted and Talented	12	10	*	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

- The percentage of white students in seventh-grade scoring at the proficient/distinguished level in reading was 19 percent.
- The percentage of white students in seventh-grade scoring at the proficient/distinguished level in math on was 17 percent.

Delta

- The percentage of female students in seventh-grade scoring at the proficient/distinguished level in reading was 11 percent.
- The percentage of male and female students in seventh-grade scoring at the proficient/distinguished level in math was 10 percent.
- The percentage of economically disadvantaged students in seventh-grade scoring at the proficient/distinguished level in math was nine percent.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 8th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	13	*	N/A	7	9	*
Female	17	*	N/A	6	10	6
Male	10	*	N/A	9	*	*
African American	7	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	14	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	20	*	N/A	14	16	6
Economically Disadvantaged	11	*	N/A	6	9	*
Non-Economically Disadvantaged	26	*	N/A	14	*	*
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	8	10	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	14	*	N/A	8	9	*
Non-English Learner or Monitored	14	*	N/A	8	9	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
Non-Gifted and Talented	13	*	N/A	7	9	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of non-economically disadvantaged students in eighth-grade scoring at the proficient/distinguished level in reading was 26 percent.

Delta

- The percentage of economically disadvantaged students in eighth-grade scoring at the proficient/distinguished level in reading was 11 percent.
- The percentage of African American students in eighth-grade scoring at the proficient/distinguished level in reading was seven percent.
- The percentage of male students in eighth-grade scoring at the proficient/distinguished level in reading was 10 percent.

Schedule

Monday, November 28, 2022

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

Tuesday, November 29, 2022

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		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 30, 2022

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		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 1, 2022

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

