



Cognia Diagnostic Review Report

Results for:
Thomas Jefferson Middle

December 5-8, 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
Your Next Steps	14
Principal Capacity in Diagnostic Review	15
Team Roster	17
Appendix	18
Cognia Performance Standards Ratings	18
Key Characteristic 1: Culture of Learning.....	18
Key Characteristic 2: Leadership for Learning	20
Key Characteristic 3: Engagement of Learning.....	22
Key Characteristic 4: Growth in Learning.....	24
Student Performance Data.....	27
Schedule	31

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	2
Building-Level Administrators	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	53
Noncertified Staff	5
Students	5
Parents	3
Total	82

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 Diagnostic Review Team found many strengths at Thomas Jefferson Middle based on information gathered from interviews, observations, surveys, and a review of documents and artifacts. One of the most pronounced strengths was the supportive culture. The observation and educator interview data indicated that the student-to-teacher and teacher-to-teacher relationships were caring and supportive. Several staff members noted that collegiality among staff and working with diverse students were among the most significant rewards of serving at the school. Student interview data indicated that their teachers cared about them, which made them want to perform better in the classroom. Parents also noted in interviews that the environment was welcoming, and staff members responded to their concerns.

The team found evidence of the supportive culture in the coaching structures and opportunities for collaboration in the new master schedule. Teachers, district leadership, and the school leadership team indicated that the new master schedule allowed for the consistent implementation of professional learning community (PLC) meetings. The PLC structure allowed for weekly grade-level and content area teachers to plan for the consistent implementation of the Understanding by Design (UBD) framework. Teachers commented that the PLC structure made them feel like part of a team working toward a common goal instead of working in isolation. The school's coaching structure ensured every teacher had an assigned coach to support their practice. The coaches were called "hybrid teachers" because of their dual role as classroom teacher and coach. Teacher interview data indicated that they had a consistent appreciation for the support provided by the assigned coach. First-year teachers participated in the Thomas Jefferson 101 (TJ 101) mentoring and coaching program. District and school leadership indicated that the TJ101 mentoring and coaching program received district recognition and served as a district model.

A review of artifacts and interview data also revealed collaborative leadership as a strength. The principal and school leadership team created committees for identified focus areas. The committees included Growth and Achievement, Culture and Climate (i.e., Positive Behavior Interventions and Supports [PBIS]), Racial Equity, Student Celebrations, School Beautification, Attendance, Staff Engagement and Retention, Literacy, Community Engagement and Voice, Tech, TJ 101, and Explore PLC. The committee meeting minutes and interview data showed teacher participation in the committees. Staff interview data indicated that the principal was inclusive in decision-making and sought stakeholder input through surveys and school committees.

It was evident to the Diagnostic Review Team that the school had taken initial steps to establish structures to improve organizational effectiveness, such as the revised master schedule, curriculum planning using the UBD framework, and collaborative leadership opportunities. However, the team identified several opportunities to expand efforts to improve student outcomes.

The Thomas Jefferson Middle Turnaround Plan outlined targeted goals for improving student achievement. However, interview data suggested that school staff lacked an understanding of the identified goals and the connectedness of the initiatives. A review of artifacts and interview data identified the district- and school-level curriculum plan to align the learning standards with the newly adopted programs, the use of common assessments, and common curricular planning using the UBD framework. However, the team found a lack of



evidence showing the incorporation of evidence-based strategies to differentiate instruction and engage students in activities that required higher-order thinking. The team also found that using data to adjust classroom instruction to meet students' individual needs inconsistently occurred even though protocols and opportunities for data analysis were in place. Additionally, interview data suggested that data analysis and the Plan, Do, Study, Act (PDSA) cycle existed within individual committees and PLC meetings, but school-wide communication, implementation, and monitoring of the practices to achieve the school goals was fragmented.

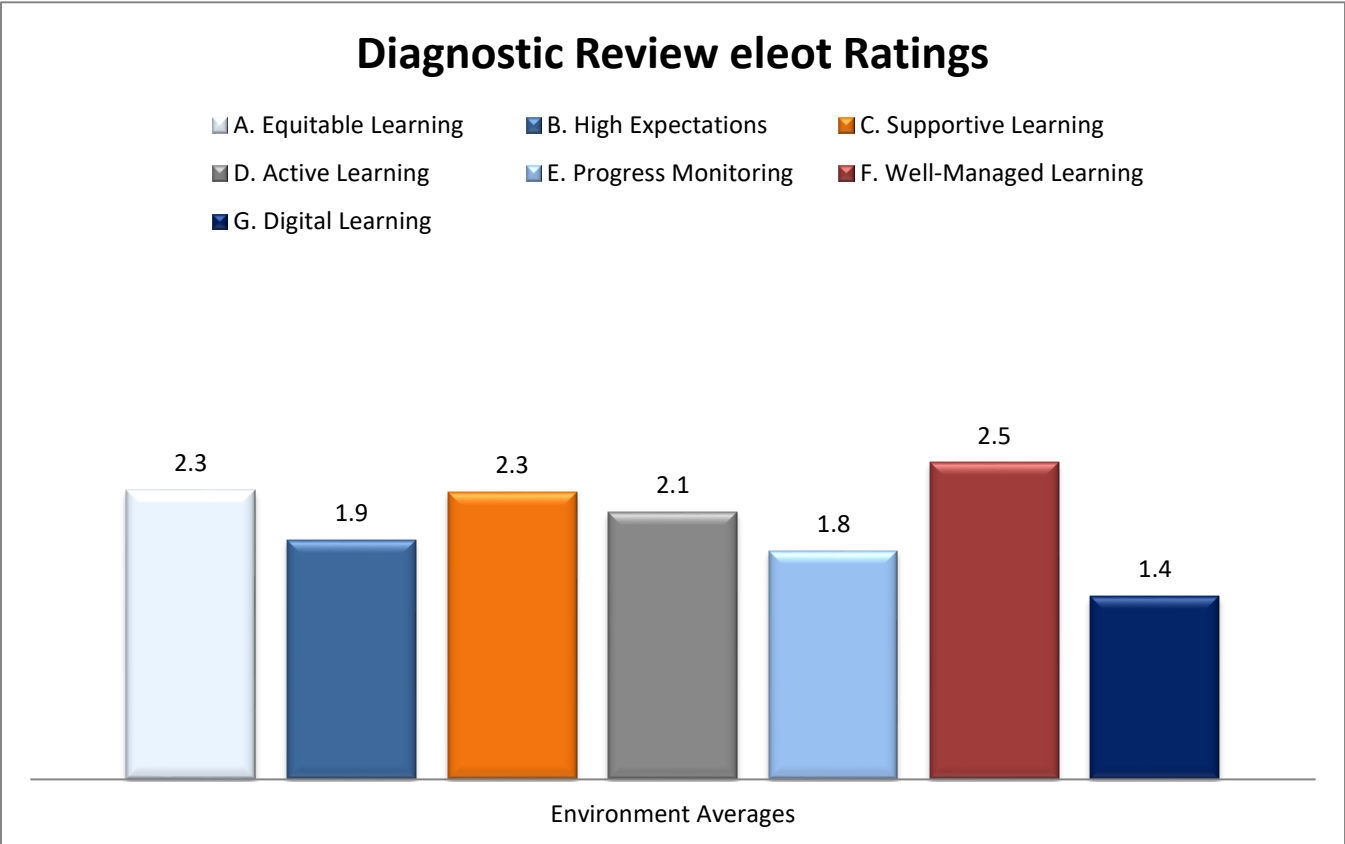
Potential Leader Actions:

- Develop, implement, and monitor a school-wide process for communicating targeted goals and demonstrating how current practices align to achieve the desired results. Participate in professional development and calibrate beliefs and expectations for differentiation and evidence-based instruction.
- Systematically progress monitor student learning and communicate with all stakeholders about the effectiveness of initiatives as it relates to the achievement of identified goals. Systemically monitor and communicate progress toward goals to all stakeholders, including parents and students.

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	68%	23%	10%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	26%	58%	16%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	0%	19%	58%	23%
A4	1.7	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.	48%	35%	10%	6%
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	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	29%	65%	6%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	6%	68%	23%	3%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	55%	42%	3%	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).	19%	58%	23%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	29%	52%	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	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	10%	45%	45%	0%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	26%	58%	16%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	58%	39%	3%
C4	2.3	Learners demonstrate a congenial and supportive relationship with their teacher.	10%	52%	35%	3%
Overall rating on a 4-point scale:		2.3				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	16%	55%	29%	0%
D2	2.1	Learners make connections from content to real-life experiences.	29%	39%	26%	6%
D3	2.3	Learners are actively engaged in the learning activities.	3%	68%	26%	3%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	39%	35%	23%	3%
Overall rating on a 4-point scale:		2.1				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	45%	52%	3%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	10%	77%	13%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	3%	74%	23%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	65%	32%	3%	0%
Overall rating on a 4-point scale:		1.8				

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	6%	29%	45%	19%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	6%	29%	52%	13%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	26%	39%	26%	10%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	6%	65%	23%	6%
Overall rating on a 4-point scale:		2.5				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.9	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	42%	29%	29%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	77%	13%	10%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	90%	6%	3%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review team conducted 31 eleot observations in core content classes. Based on the observation results, the Well-Managed Learning Environment indicators received the highest overall rating of 2.5 on a four-point scale. In 64 percent of classrooms, it was evident/very evident that “Learners speak and interact respectfully with teacher(s) and each other (F1).” Also, it was evident/very evident in 65 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Additionally, “learners are treated in a fair, clear, and consistent manner (A3)” was evident/very evident in 81 percent of classrooms. These areas of strength are foundational to providing educational environments that promote progress in student learning.

The team also found evidence from other learning environment indicators that the school could increase its influence on the improvement of student achievement by improving instructional effectiveness. Student assignments and tasks were generally the same for all students in each class as indicated by “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)” being evident/very evident in 10 percent of classrooms. Opportunities when “learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)” were evident/very evident in 26 percent of classrooms. The team suggests the school focus on instructional planning and design to provide students with opportunities to work collaboratively with their peers on engaging and differentiated assignments to improve student performance and behavior.

The team observed missed learning opportunities to challenge students at higher levels of learning. For example, it was evident/very evident in six percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or by the teacher (B1).” Furthermore, it was evident/very evident in 23 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” It was also evident/very evident in three percent of classrooms that “Learners demonstrate and/or are able to describe high quality work (B3).” The team suggests that students should be provided with rigorous learning opportunities and held to high expectations for mastery of the content to attain growth and proficiency at the expected level.

The team observed potential opportunities for students to receive academic feedback that could guide their content learning. The evidence of feedback was often task driven to help the students understand the expectations for completing the assigned task instead of content mastery. For example, it was evident/very evident in three percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” It was also evident/very evident in three percent of classrooms that “Learners understand and/or able to explain how their work is assessed (E4).”

The team acknowledges that learners and teachers had recently been under strict pandemic guidelines and were reestablishing foundational, face-to-face instructional and learning expectations. As part of reestablishing the instructional and learning expectations, the team encourages the teachers and school leadership team to engage in collaborative professional development to help teachers use rigorous, engaging, and differentiated learning activities for students to increase achievement.

Potential Leader Actions:

- Define, communicate, and monitor school-wide instructional expectations designed to meet students’ individual learning needs.
- Modify or create a walkthrough instrument designed to monitor the implementation and effectiveness of evidence-based strategies to ensure consistency in feedback and expectations.
- Provide targeted professional development and coaching cycles to ensure that all teachers are equipped to implement the identified instructional strategies with fidelity to achieve the desired outcomes.

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

Identify success metrics that are aligned with the vision and mission. Monitor and adjust existing structures, such as professional learning communities and leadership committees, to ensure that individual student needs are met and improve organizational effectiveness.

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

Findings:

The review of student performance data indicated that the percentage of students who scored proficient/distinguished on the 2021-22 Kentucky Summative Assessment (KSA) was below the state average in reading, math, social studies, editing and mechanics, and on-demand writing in all grade levels. The 2022-2023 Fall Measures of Academic Progress (MAP) Projected Proficiency Report revealed that 7.8 percent of students were projected to score proficient/distinguished in math on the Spring administration of the KSA. Similarly, 18.9 percent of students were projected to score proficient/distinguished in reading. This data analysis revealed potential opportunities to generate improvement in state assessment outcomes through the implementation and monitoring of data-informed instructional practices.

While interviews indicated that the school had adopted The Gradual Release of Responsibility Model, the team found a lack of evidence that the school had established consistent, standardized instructional practices. Observational data revealed that it was evident/very evident in six percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." In 26 percent of classrooms, it was evident/very evident that "Learners engage in activities and learning that are challenging but attainable (B2)." It was evident/very evident in three percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." In 23 percent of classrooms, it was evident/very evident that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." Instances of learners who "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" were evident/very evident in three percent of classrooms. Also, opportunities where "learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 13 percent of classrooms. It was evident/very evident that "learners demonstrate and/or verbalize understanding of the lesson/content (E3)" in 23 percent of classrooms and "learners understand and/or are able to explain how their work is assessed (E4)" in three percent of classrooms.

Stakeholder interview data analysis revealed an opportunity to improve the administration of consequences for behavioral infractions that impede learning. While stakeholders agreed that behavioral conditions had improved from the previous year, the consistency in consequences between grade levels and for individual students was still an area for growth. Additionally, stakeholder interview data indicated that more options were desired for the next level of behavioral interventions that followed the initial supports. Stakeholder interview data analysis also revealed perceived inconsistencies in the communication of student progress to parents for academically struggling students. The interview data also revealed a similar lack of effective communication of committee progress or initiatives to the entire school staff. Further, instructional non-negotiables were rarely mentioned during staff interviews when they were asked what everyone was supposed to know and do. Also, staff



descriptions of how systems were monitored and adjusted lacked specificity to the initiative or process. When asked how data were used to improve instruction, the most common interview response from teachers was to reteach the content. The data analysis from stakeholder surveys revealed an opportunity to involve all stakeholders in the continuous improvement process and communicate how school initiatives will improve student outcomes. For example, the student survey data revealed that 60 percent agreed/absolutely agreed that “The adults try new things to improve our school (6).” Additionally, 50 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).” Similarly, 61 percent of families agreed/absolutely agreed that “in the past 30 days, my child had instruction that was changed to meet their needs (15)”, and 76 percent of families agreed/absolutely agreed that “The adults are committed to trying new things to improve the school (6).” Finally, 77 percent of educators agreed/absolutely agreed that “At my institution, we base our improvement efforts on learners’ needs (5).”

The team reviewed documents provided by the school that show several initiatives are in the initial stage of implementation, such as collaborative planning using the UBD model, data analysis protocols, and committee development around identified focus areas. However, the team found a lack of evidence to indicate that data-informed practices were used to monitor and adjust the existing structures to meet the needs of students.

Potential Leader Actions:

- Develop, implement, and monitor core commitments/non-negotiables for instructional practices.
- Identify focus areas for analyzing data on learners’ needs and ensure these areas are consistent with the core commitments/non-negotiables.
- Connect classroom-level goals to school improvement priorities. Identify metrics for monitoring progress.
- Ensure that practices, processes, and decisions are documented and consistent with and based on the stated goals.
- Establish communication protocols for stakeholders about the alignment and progress towards achieving the identified goals for the focus areas.

Improvement Priority 2

Ensure professional staff members consistently deliver high quality instruction based on the individual needs of students and desired learning outcomes to achieve mastery of the grade-level standards.

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

Findings:

An analysis of student performance data revealed achievement gaps among subgroups. The percentages of African American, economically disadvantaged, English Learner (EL) including monitored, and non-gifted and talented sixth-grade students scoring proficient/distinguished on the 2021-22 KSA in reading were each lower than the percentage of all sixth-grade students combined. Also, the percentages of female, economically disadvantaged, and non-English Learner or monitored sixth-grade students scoring proficient/distinguished on the 2021-22 KSA in math were each lower than the percentage of all sixth-grade students combined. The percentages of male, African American, economically disadvantaged, and non-gifted and talented seventh-grade students scoring proficient/distinguished on the 2021-22 KSA in reading were lower than the percentage of all seventh-grade students combined. The percentages of female, economically disadvantaged, and non-gifted and talented seventh-grade students scoring proficient/distinguished on the 2021-22 KSA in math were each lower than the percentage of all seventh-grade students combined. Finally, the percentages of male, African American, economically disadvantaged, and non-gifted and talented eighth-grade students scoring proficient/distinguished on the 2021-22 KSA in reading were each lower than the percentage of all eighth-grade students combined. The achievement gaps among the student subgroups compared to the achievement of all students in each grade level indicated the need for differentiated instructional practices to meet the needs of students.

Classroom observational data analysis revealed potential opportunities for differentiated instruction as shown by “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)” being evident/very evident in 10 percent of classrooms. In three percent of classrooms, it was evident/very evident that “Learners demonstrate and/or are able to describe high quality work (B3).” Additionally, classroom observational data analysis revealed a lack of evidence of high yield instructional strategies that promote student engagement and high expectations. In six percent of classrooms, it was evident/very evident that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” In 23 percent of classrooms, it was evident/very evident that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” In 29 percent of classrooms, it was evident/very evident that “learners are actively engaged in the learning activities (D3)” and learners who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” were evident/very evident in 26 percent of classrooms.

Interview data analysis revealed that student engagement was a concern of all stakeholders. Stakeholders agreed that progress had been made to improve instructional practices, such as the master schedule development, assignment of instructional coaches, and implementation of the UBD model. However, interview data analysis indicated that next steps were needed for every student to achieve at high levels. Also, teacher interview data analysis revealed requests for professional development on additional strategies to meet the varying needs of students.

On the 2022-23 Thomas Jefferson Middle/High Student Survey, 54 percent of students described that most of the time in their classes, they “do the same work as everyone else (21).” Additionally, 53 percent of students selected “listening to teachers talk (21)” when asked what they do most of the time in their classes. Further, 50 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).” Responses to the 2022-23 Thomas Jefferson Middle Educator Survey indicated that 55 percent of educators agreed/absolutely agreed that “At my institution, we provide an instructional environment where all



learners thrive (9).” Moreover, 75 percent of educators agreed/absolutely agreed that “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).”

A review of artifacts and interview data indicated the school inconsistently and infrequently provided differentiated instructional practices and professional development to support individualized instruction to increase student achievement.

Potential Leader Actions:

- Implement and monitor a protocol or guidelines for the expectations of instructional processes focused explicitly on meaningful student engagement and differentiation of instruction.
- Ensure walkthrough data feedback and coaching tools are aligned with the Kentucky Academic Standards and school improvement goals (high quality instruction and differentiation).
- Incorporate ongoing professional development on high yield instructional strategies, differentiation, and data analysis to foster curricular and instructional adjustments to promote student academic growth and mastery.

Your Next Steps

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

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

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



Principal Capacity in Diagnostic Review

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

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

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

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

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

The principal has demonstrated efforts to make the school more effective for stakeholders through improving its culture and influencing others. For example, the principal has developed committee and PLC structures to improve collaboration. As evidenced in the In Your Own Words Survey, when asked "Which four words do you think best describe, in general, the interactions you experience with your colleagues?", 82 percent of the educators selected "collaborative." Additionally, the principal has emphasized relationships during his tenure as a school building leader. He is generally well liked by the faculty and staff and is considered very approachable, as is evidenced in various staff interviews and surveys. The principal has placed intentional emphasis on the refinement of the TJ 101 program (i.e., a new teacher/new to the school induction program), and he believes that the program is a contributing factor to successful teacher retention. The school's teacher retention rate is 89 percent, which is above both district and state averages.

While most teachers referred to a growth mindset and a desire to improve instruction and student achievement, the staff survey revealed that 55 percent of educators believe that the instructional environment is conducive to student learning. Additionally, when asked "What are some things that come to mind that everyone is expected to know and do", staff rarely mentioned instructional processes or common instructional expectations. The principal has established processes and protocols to improve instruction (e.g., Instructional Process, UBD); however, elite walkthroughs and teacher interviews indicate that implementation of instructional expectations is inconsistent. The school needs to refine the system to clearly define what strong instruction looks like and sounds like, reinforce instructional non-negotiables, and clearly articulate how to monitor growth and improvement measures. The



principal has established multiple structures related to school improvement priorities and has begun a process to develop new vision and mission statements. Leadership team members indicated these vision and mission statements, in conjunction with the Turnaround Plan, are intended to be the driving forces for all improvement. To effectively continue on the path of continuous improvement, the principal should expand coherence among improvement efforts and all aspects of school organization. The principal should refine the school's communication process to ensure effective stakeholder communication that aligns with the work of the plan and promotes ownership and accountability among all stakeholders. Expectations for roles, responsibilities, and protocols should routinely be monitored for implementation and effectiveness to ensure that stakeholders are held accountable for continuous school-wide 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
Tonya Addison	Tonya Addison has 18 years of experience as a teacher and administrator in secondary schools. In her current role as Director of Teacher Quality, she supports schools by increasing the instructional capacity of teachers in order to improve student achievement.
Kevin Gay	Kevin Gay currently serves as an Educational Recovery Leader for the Kentucky Department of Education. This position provides direct support to turnaround schools across the state. Mr. Gay is a certified trainer for Jim Shipley Systems and the National Institute for School Leadership (NISL). He also holds certifications from The Institute for Performance Improvement. He has 25 years of experience as a middle school teacher, elementary principal, and high school principal. Mr. Gay has served on diagnostic review teams and audit teams for the past nine years as a team member, Associate Lead Evaluator, and Lead Evaluator.
Laura Hudson	Laura Hudson has 28 years of experience as a teacher, district intervention coordinator, assistant principal, principal, district administrator, and adjunct professor. She currently serves as the Director of Secondary Education for Warren County Public Schools in Kentucky. Additionally, Dr. Hudson has taught courses in school improvement, classroom assessment, and instructional leadership for six years at Western Kentucky University.
Kelley Mills	Kelley Mills currently serves as an Educational Recovery Leader for the Kentucky Department of Education. This position provides direct support to turnaround schools across the state. Kelley has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She has 20 years of experience as an elementary teacher, curriculum coach, district literacy coach, and elementary principal. She also served the Kentucky Department of Education for two years as a Novice Reduction for Gap Closure Instructional Coach.
Juett Wells	Juett Wells is currently in her eighth year serving as a Continuous Improvement Coach for the Kentucky Department of Education. This position provides continuous improvement support within the Key Core Work Processes to multiple districts and schools across the state. She has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She has 21 years of experience as an elementary school teacher.
Dr. Lateshia Woodley	Dr. Lateshia Woodley has over 20 years of experience as a teacher, school counselor, school improvement specialist, assistant principal, principal, and assistant superintendent. Since 2008, she has worked as a turnaround leader for some of the lowest performing schools in Georgia and Missouri. She currently serves as the chief education officer of Dynamic Achievement Solutions, LLC, an international counseling and educational consulting firm.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	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.	1
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	2

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

Student Performance Data

School Name: Thomas Jefferson Middle

Kentucky Summative Assessment 2021-22 Middle School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	16	44
	7	22	43
	8	19	44
Math	6	12	38
	7	12	38
	8	15	36
Science	7	*	22
Social Studies	8	15	36
Editing and Mechanics	8	21	46
On Demand Writing	8	13	38

Plus

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

Delta

- The percentage of students who scored proficient/distinguished was below the state average in reading, math, social studies, editing and mechanics, and on demand writing in all grade levels.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	59	66
Percent Score of 60-80	24	22
Percent Score of 100	11	8
Percent Score of 140	1	2

Plus

- The percentage of English Learner students scoring in the Percent Score of 0 category was below the state average in 2021-22.
- The percentage of English Learner students scoring in the Percent Score of 100 category was above the state average in 2021-22.

Delta

- The percentage of English Learner students scoring in the Percent Score of 140 category was below the state average in 2021-22.



Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 6th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	16	12	N/A	N/A	N/A	N/A
Female	16	9	N/A	N/A	N/A	N/A
Male	16	15	N/A	N/A	N/A	N/A
African American	12	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	50	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	*	18	N/A	N/A	N/A	N/A
White (non-Hispanic)	26	14	N/A	N/A	N/A	N/A
Economically Disadvantaged	14	11	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	33	27	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	14	N/A	N/A	N/A	N/A
English Learner Including Monitored	12	*	N/A	N/A	N/A	N/A
English Learner	7	*	N/A	N/A	N/A	N/A
Non-English Learner	19	14	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	18	11	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	15	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

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

Delta

- The percentage of African American, economically disadvantaged, English Learner, English Learner including monitoring, and non-gifted and talented students scoring proficient/distinguished was lower than all students in sixth-grade reading.
- The percentage of female, economically disadvantaged, and non-English Learner or monitored students scoring proficient/distinguished was lower than all students in sixth-grade math.



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	22	12	*	N/A	N/A	N/A
Female	26	11	*	N/A	N/A	N/A
Male	18	13	3	N/A	N/A	N/A
African American	18	*	*	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	*	15	*	N/A	N/A	N/A
White (non-Hispanic)	25	20	10	N/A	N/A	N/A
Economically Disadvantaged	20	10	*	N/A	N/A	N/A
Non-Economically Disadvantaged	33	26	*	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	24	13	*	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	27	14	*	N/A	N/A	N/A
Non-English Learner or Monitored	26	15	4	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	20	11	*	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 percentages were not high enough to qualify as a plus.

Delta

- The percentage of male, African American, economically disadvantaged, and non-gifted and talented students scoring proficient/distinguished was lower than all students in seventh-grade reading.
- The percentage of female, economically disadvantaged, and non-gifted and talented students was lower than all students in seventh-grade math.



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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	19		N/A	15	21	13
Female	26	15	N/A	20	31	21
Male	13	*	N/A	11	13	*
African American	12	8	N/A	11	14	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	31	*	N/A	*	54	*
Hispanic or Latino	21	46	N/A	16	23	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	25	18	N/A	20	28	17
Economically Disadvantaged	17	13	N/A	14	20	12
Non-Economically Disadvantaged	41	37	N/A	30	37	*
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	21	17	N/A	18	25	15
English Learner Including Monitored	*	*	N/A	*	11	*
English Learner	*	*	N/A	*	8	*
Non-English Learner	23	18	N/A	18	26	17
Non-English Learner or Monitored	23	18	N/A	18	25	17
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	16	14	N/A	15	18	11
Homeless	25	*	N/A	25	33	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- The percentage of male, African American, economically disadvantaged, and non-gifted and talented students scoring proficient/distinguished was lower than all students in eighth-grade reading.

Schedule

Monday, December 5, 2022

Time	Event	Where	Who
3:00 p.m. – 4:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m. – 6:30 p.m.	Principal Overview Presentation	School	Principal Diagnostic Team Members

Tuesday, December 6, 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, December 7, 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 8, 2022

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