Cognia Diagnostic Review Report

Results for:

Frederick Law Olmsted Academy North

January 17-20, 2023

cognia™

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 **16**
Appendix **17**
Cognia Performance Standards Ratings 17
Key Characteristic 1: Culture of Learning 17
Key Characteristic 2: Leadership for Learning 19
Key Characteristic 3: Engagement of Learning 21
Key Characteristic 4: Growth in Learning 23
Student Performance Data 26
Schedule 30

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	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	18
Noncertified Staff	9
Students	50
Parents	7
Total	94

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:

A variety of data, including stakeholder interviews, observational data, perception surveys, and artifacts indicated culture is a strength at Frederick Law Olmsted Academy North. The school's hallways have signage depicting desired behaviors across settings, school norms and expectations, mission and vision, and extracurricular offerings. Students indicated they want to come to school and are supported by their teachers, academically and non-academically. In both interviews and surveys, parents used words such as "safe", "welcoming", and "respectful" to describe the school. Each morning, students lead a reciting of the school creed that emphasizes their motto: Respectful, Responsible, Safe. Teacher interviews indicated that teachers feel supported by the school principal and that the principal has improved school safety. Students stated that safety has improved during their time at the school, even within this school year. According to the educator survey, 79 percent of educators agreed/absolutely agreed that "We keep our learners' well-being as a priority in everything we do (11)." Observational data and a review of artifacts showed educators are using restorative discipline techniques and the CHAMPS (Conversation, Help, Activity, Movement, Participation) strategies throughout the building. During class change, adults are present in hallways to support safe transitions between classes and monitor student behavior. Student interviews noted the presence of security in the school, and parents praised the communication protocols relative to safety.

The highest rated learning environment was the Supportive Learning Environment with an overall score of 2.5 based on a four-point scale. The principal described the school's focus on collaboration and communication as its "north star." Weekly schedules for professional learning communities (PLCs) reflected efforts teachers and instructional leaders have established for data analysis and planning. Students supported the principal's assertion that successes are celebrated through incentives. Evidence including the HERO year-long incentive plan, express pass contract, and the advanced placement (AP) sit-in document supported the presence of incentive programs that are communicated to stakeholders and implemented with fidelity.

Interviews and observations revealed that teachers were positive about PLC meetings and embedded professional development, two components of the "3 Big Rocks" presented by the principal. The team observed some PLC meetings where teachers discussed instruction and data, while others were used as common planning time. In an observed data-focused PLC, teachers had not entered data in the common data form and had not determined a common grading scale before the meeting. In the same meeting, teachers discussed data relative to whole classes rather than relative to individual students. In an embedded professional development session for using Edmentum to assign instruction and performance tasks based on student data, teachers expressed difficulty with managing the intervention program, and in one session, they appeared distracted with their devices.

Stakeholder interviews and observational data indicated that the school is in the beginning stages of continuous improvement. Stakeholders identified teacher turnover and existing teacher vacancies as barriers to further progress. At the time of review, the school had seven core teacher vacancies and did not have enough staff to meet the needs of English Learners (ELs). The team referred to the 2021-22 OAN [Olmsted Academy North] Turnaround Plan Rev. 5.25.22 (Turnaround Plan) as evidence of school improvement activities and strategies. Stakeholders indicated that the school improvement team is composed of administrators, state department

representatives, coaches, a media specialist, counselors, and department chairs who receive teacher feedback and input.

Artifacts and observations provided evidence of embedded professional development, and the principal indicated the school has made intentional efforts to have teachers lead these sessions. In an observed session focused on using Edmentum, the school had hired a substitute to enable the teacher-presenter to provide the session throughout the school day. New teachers, both to the school and to the profession, participate in a cohort that engages in scheduled learning sessions to support integration into the school culture.

The Turnaround Plan highlighted the school's identified strategies for improvement, which include data-driven systems, professional development plans, culture and climate, and technology use. The principal's presentation also identified the beginning steps the school is taking for school improvement. During dedicated PLC time, the team observed teachers discussing formative student data and plans to revisit content based on student performance. A relationship has been established with Solution Tree to provide on-going coaching and support for PLC implementation. The Diagnostic Review Team noted that, while some elements of school improvement were present, other necessary elements, such as progress monitoring, feedback processes, and alignment of elements with student achievement were absent. The team suggests the school address these missing areas to create a complete continuous improvement environment.

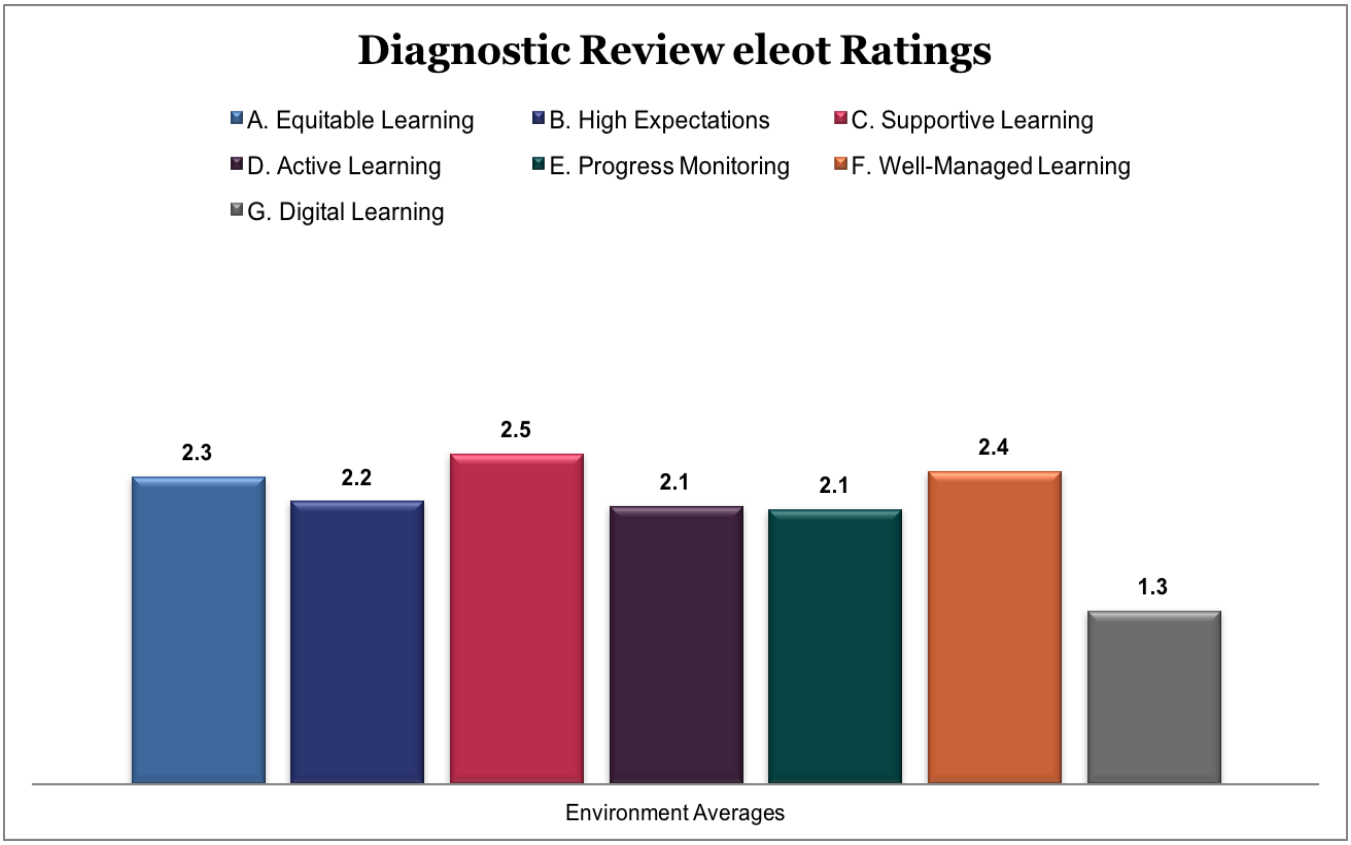
Potential Leader Actions:

- Leverage existing and identify missing school improvement elements to create an environment that fosters continuous improvement.
- Clearly define teachers' roles in continuous improvement and student achievement goals.
- Align PLC meetings, embedded professional development, and feedback with daily lesson delivery.
- Prioritize adjusting instruction for each student, using What I Need (WIN) intervention time to examine data by class and by student.
- Create a process for collecting data from teachers to refine PLC practices and drive embedded professional development.

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 20 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	2.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	30%	30%	40%	0%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	20%	80%	0%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	5%	20%	75%	0%
A4	1.8	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	40%	45%	15%	0%
Overall rating on a 4-point scale:		**2.3**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	20%	70%	5%	5%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	10%	45%	40%	5%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	30%	40%	30%	0%
B4	2.2	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	25%	35%	40%	0%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	15%	45%	40%	0%
Overall rating on a 4-point scale:		**2.2**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	35%	60%	0%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	10%	40%	45%	5%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	40%	50%	5%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	10%	30%	60%	0%
Overall rating on a 4-point scale:		**2.5**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	25%	55%	20%	0%
D2	2.2	Learners make connections from content to real-life experiences.	30%	35%	25%	10%
D3	2.5	Learners are actively engaged in the learning activities.	0%	55%	40%	5%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	45%	25%	30%	0%
Overall rating on a 4-point scale:		**2.1**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	2.1	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	25%	45%	30%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	20%	45%	35%	0%
E3	2.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	10%	40%	40%	10%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	45%	45%	10%	0%
Overall rating on a 4-point scale:		**2.1**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.3	Learners speak and interact respectfully with teacher(s) and each other.	15%	40%	45%	0%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	50%	35%	10%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	15%	40%	40%	5%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	10%	45%	45%	0%
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.	65%	20%	15%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	80%	20%	0%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	80%	15%	5%	0%
Overall rating on a 4-point scale:	**1.3**					

eleot Narrative

The Diagnostic Review Team conducted 20 observations in core content classrooms using the eleot observation tool. Observations indicated improvements in most learning environments compared to 2021-22 data and to the most recent data provided from an eleot sweep during the first semester of the 2022-23 school year. Similar to findings from previous eleot sweeps, the Supportive Learning Environment remains a strength and was the highest rated environment with a 2.5 on a four-point scale. The Digital Learning Environment remains the lowest environment with a 1.3.

Learners who demonstrate a “sense of community that is positive, cohesive, engaged, and purposeful (C1)” and have a “congenial and supportive relationship with their teacher (C4)” were the highest scoring indicators in the Supportive Learning Environment. Both indicators were evident/very evident in 60 percent of the classrooms observed. Additionally, learners who are “supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)” were evident/very evident in 55 percent of classrooms.

Although all students have digital devices, students were rarely observed using technology to enhance their learning experience or deepen their understanding of the presented material. It was evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” Additionally, it was evident/very evident in five percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning (G3).” When students were using devices, they were accessing notes or completing assignments at a depth of knowledge level of one or two.

The two highest rated indicators were in the Equitable Learning Environment. It was evident/very evident in 80 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology and support (A2).” Additionally, it was evident/very evident in 75 percent of classrooms that “Learners are treated in a fair, clear and consistent manner (A3).” The team observed adults treating students with respect when redirecting misbehavior.

Tiered instruction, small groups, and collaboration were not evident in most classrooms. It was evident/very evident in 20 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and the teacher predominated (D1).” Furthermore, it was evident/very evident in 10 percent of classrooms that “Learners

strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." Students were primarily completing the same tasks or worksheets as other students in the classroom. It was evident/very evident in 40 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Potential Leader Actions:

- Model PLC dialogue with a focus on analyzing individual student learning data and adjusting instruction.
- Continue existing observation processes with a focus on timely feedback in areas of improvement.
- Implement coaching cycles to support all teachers in lesson design and delivery, formative assessment, data analysis, and adjusting instruction.

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

Implement, and adjust as necessary, a documented continuous improvement process with priority given to ongoing data analysis to monitor the effectiveness of aligned activities.

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

Findings:

The school has a fundamental understanding of the continuous improvement process as evidenced in its Turnaround Plan, PLC meetings, embedded professional development, and building-wide alignment of processes and strategies. However, according to the principal's presentation, the Kentucky Summative Assessment (KSA) in 2021-22 indicated that nine percent of students scored proficient/distinguished in math and 15 percent of students scored proficient/distinguished in reading. These results indicate that school improvement elements and processes have been largely ineffective in improving student achievement. To begin analyzing student data for designing instruction, each classroom has a posted data tracker aligned to standards and reflecting classroom performance data. Observed PLC activity, however, was inconsistent, as teachers in some were discussing student data, while teachers in others were involved with general planning activities.

A professional development schedule suggested the school is providing learning opportunities relative to interventions and data analysis. The team observed an embedded professional development session, led by a resource teacher who was focused on using Edmentum for intervention purposes. Educator survey data revealed that 83 percent of educators agreed/strongly agreed that in the last 30 days, they "provided opportunities for learners that align to their needs (18)" and 79 percent agreed/strongly agreed that they "base their improvement efforts on learners' needs (5)." Though stakeholders said they used class tracker data to redeliver lessons, the Diagnostic Review Team seldom observed differentiation aligned to students' needs. Stakeholder comments aligned with observational data, as it was evident/very evident in 40 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Additionally, student surveys revealed that 56 percent of students agreed/absolutely agreed that in the last 30 days, "lessons were changed to meet my needs (13)", and 63 percent of students agreed/strongly agreed that adults in the school "try new things to improve our school (6)." Family survey results indicated that 38 percent of respondents agreed/strongly agreed that in the past 30 days, their child "had instruction that was changed to meet their needs (15)."

The professional learning schedule, school Turnaround Plan, and leadership team action plan included elements of the continuous improvement processes and awareness of data planning. These documents did not show that the continuous improvement process is monitored or adjusted based on student performance and teachers' needs for assistance. The professional development schedule was already set for the entire year, which the team felt reflected a lack of intentionality to obtain teachers' input. With reference to PLC meetings and embedded professional development, the team could not locate evidence indicating the use of coaching and feedback cycles to support teachers in daily instruction. Stakeholder interviews indicated the need for professional learning focused on understanding and implementing high-yield teaching and instructional strategies. Data indicated a need for additional support in classroom management strategies to provide effective instruction to students at various levels with multiple needs.

In the Turnaround Plan, the team noted goals that were not in alignment with the 2022-23 Kentucky Comprehensive School Improvement Plan (CSIP). Proficiency goals were expected to be relative to state assessment results in these areas: reading, math, science, social studies, writing, achievement gap, ELs progress, and quality of school climate and safety. The team did not find the identification of resource inequities, a required component for Comprehensive School Improvement (CSI) schools. The plan showed school improvement funds were allocated for Shipley and Associates training in systems and improvement, but the team found no evidence to reflect implementation of activities or strategies from this training.

The artifact titled “Classroom Observation Tool” reflected instructional monitoring. The principal indicated that the tool is used to identify teacher actions, based on Rutherford strategies, and to provide feedback. In interviews, however, teachers stated they only receive positive feedback. The team did not find evidence of ongoing targeted feedback relative to alignment of instructional practices with embedded professional development, efficacy of interventions, or PLC processes. Data days provide dedicated time to conduct data review and analysis, but stakeholder interviews suggested sessions are subject to being canceled or postponed.

Bolstering the continuous improvement process is contingent on making necessary adjustments, and flexibility appears to be a strength at Frederick Law Olmsted Academy North. The school changed the master schedule during the 2022-23 school year to address teacher vacancies to ensure that a certified teacher teaches each core class. Stakeholder interviews indicated that the school often makes adjustments to address needs. Stakeholder interviews also showed that the presence of PLC activities, embedded professional development, and instructional initiatives result from the school’s adjustment of practices in response to previous reviews and improvement priorities. The presence of existing continuous improvement elements, the school’s responsiveness, and culture can be leveraged to strengthen the continuous improvement process.

Potential Leader Actions:

- Use quality tools to identify areas of improvement and monitor coaching cycles, adjusting as necessary.
- Expand the existing continuous improvement process by increasing data-focused PLC dialogue and supporting the consistent implementation of effective practices, strategies, and interventions.
- Leverage the existing improvement team to meet regularly and consistently to monitor the implementation and effectiveness of the Turnaround Plan and to revise and update the plan as needed.

Improvement Priority 2

Develop and implement a process for monitoring efficacy of instruction and adjusting strategies to support learners' growth and proficiency of the standards.

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

Findings:

The Diagnostic Review Team noted a lack of high academic expectations. Observational data, as previously discussed, revealed it was evident/very evident in 10 percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." On the family survey, 51 percent of respondents said adults in the school "have high expectations for learning (10)." According to observational data, it was evident/very evident in 20 percent of classrooms that "Learners' discussions/dialogues/exchanges with each other and the teacher predominate (D1)." Also, learners who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 35 percent of classrooms. It was evident/very evident in 40 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)" and 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)."

Observations of PLC sessions revealed that some teachers use exit tickets as formative assessment data to guide adjustments to instruction. In a PLC meeting, the Diagnostic Review Team observed teachers adding assessment data from December 5 to the January 20 data document, which suggested that data are used inconsistently to inform instruction. The principal indicated that interventions are an area with room for growth and learning, and, to that point, some stakeholders described their response to student data as reteaching lessons to the entire class rather than to identified individual students. The team did not find evidence of pervasive adjustments to instruction from formative assessments in real time. Stakeholder interviews revealed that resource teachers who are effective coaches for tiered instruction had become full-time classroom teachers to meet the needs of teacher vacancies. Stakeholders described PLC sessions as planning sessions, which suggested a lack of intentionality and focus on data analysis and targeted interventions for specific student groups.

The observed embedded professional development session addressed using Edmentum for interventions with students performing below grade level. The team noted that some teachers struggled with the information or were distracted by their devices. Stakeholder interviews confirmed that teachers struggle with implementing strategies presented during these sessions. The team did not find evidence to show that strategies and practices presented in professional learning are consistently supported or implemented with fidelity.

The principal overview presentation showed that on the 2021-22 KSA, many students performed below grade level as nine percent of students scored proficient/distinguished in math and 15 percent of students scored proficient/distinguished in reading. The student interview group identified the co-teaching model in social studies as being a positive change, expressing a desire for more teachers.

When educators were asked on the survey to select words that best describe how "educators in your institution monitor learners' progress (28)", 68 percent chose "give formative tests" and 55 percent chose "check class learning goals." These responses were in keeping with the team's observations that student data are analyzed by class rather than by individual students. While the team observed exit slips along with call and recall questioning, formative assessment strategies appeared to be limited. When educators were asked to describe "what educators in your institution consider to be the most important for learners (27), 87 percent chose "be engaged" and 70 percent chose "follow directions." Though survey data indicated prioritization of engagement, the team observed few engagement strategies as indicated by an overall score of 2.1 for the Active Learning Environment. With regard to pedagogy, when students were asked to indicate which phrases best describe "what learning looks like most of the time in your classes (21)", 53 percent chose "do the same work as everyone else" and 56 percent

chose “listen to teachers talk.” Survey data aligned with the team’s observations in revealing that adjustments to instruction are based on class performance, as opposed to individual achievement, and redelivery of instruction was to the whole class, as opposed to small groups of students.

Potential Leader Actions:

- Align embedded professional development and PLC activities.
- Increase formative assessment practices and monitor the use of multiple formative measures.
- Model PLC discussions and provide necessary coaching.
- Create processes for measuring teachers’ needs and providing feedback/opportunities.
- Develop and implement interventions aligned with classroom instruction (outside of Edmentum) using high-yield strategies.
- Continue revising PLC protocols to define clear expectations for teachers, coaches, and administrators before, during, and after the PLC meeting.
- Create a schedule for monitoring PLC meetings; ensure the administrative team is present to support and enrich conversations and provide focused, timely feedback.

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 eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
Stephen Hammock	Dr. Stephen Hammock has 11 years of experience in education, having served as a school bus driver, general and special education teacher, coach, assistant athletic director, assistant principal (6-8), principal (K-8), and district school improvement specialist. Dr. Hammock has served in leadership and school improvement at the building and district level.
Nellie Poe	Nellie Poe has 28 years of experience as an educator. She served as a middle school teacher (math, science, pre-engineering), academic dean, and assistant principal. She currently works in education recovery for the Kentucky Department of Education. In that position, she works with teachers and administrators at an elementary school in northern Kentucky to assist in aligning curriculum and assessments to the standards, coaching instructional strategies, and developing and refining systems.
Jackie Thompson	Jackie Thompson has a total of 24 years of experience in education, as a teacher, department lead, program review coordinator, and instructional supervisor in four Kentucky school districts. Jackie has served the last four years with the Kentucky Department of Education as a continuous improvement coach, supporting schools and districts across the state in developing, implementing, and monitoring their improvement plans. Along with her teammates, she also develops and provides various professional learning opportunities at the state and local levels relative to specific requests, needs, and district and school improvement plans/priorities.
Selena Adkins-Richardson	Selena Adkins-Richardson has over 25 years of experience in professional learning and curriculum development, with a primary focus on adult learning. She is currently an improvement services specialist with Cognia working on the professional development team. Prior to joining Cognia, she had a successful career in professional development in the corporate, education, government, and private sectors. Her background includes analyzing, designing, and developing enterprise-wide professional development training programs.
Clay Holbrook	Clay Holbrook serves as an engagement specialist for Cognia. He collaborates with educational professionals in strategizing, planning, and executing virtual, hybrid, and/or on-site professional learning experiences. He serves as a lead for multiple professional learning projects. Clay has over 10 years of administrative experience in Kentucky, with five years as principal at Iroquois High School, three years as an assistant principal in Jefferson County Public Schools, and four years as an Educational Recovery Leader and Specialist for the Kentucky Department of Education. He is a National Board-Certified teacher in English language arts/adolescence and young adulthood. He taught high school English and history for over 16 years.

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.	**3**
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.	**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
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	**2**
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	**3**
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	**2**

Key Characteristic 2: Leadership for Learning

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

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

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

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	**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.	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.	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: Frederick Law Olmsted Academy North

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

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	12	44
	7	14	43
	8	14	44
Math	6	7	38
	7	24	38
	8	12	36
Science	7	*	22
Social Studies	8	15	36
Editing and Mechanics	8	12	46
On Demand Writing	8	2	38

Plus

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

Delta

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

English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	56	66
Percent Score of 60-80	29	22
Percent Score of 100	11	8
Percent Score of 140	4	2

Plus

- Twenty-nine percent of EL students received 60-80 points for progress on the ACCESS assessment in 2021-22, which was above the state average.
- Eleven percent of EL students received 100 points for progress on the ACCESS assessment in 2021-22, which was above the state average.
- Four percent of EL students received 140 points for progress on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- Fifty-six percent of EL students did not progress on the ACCESS assessment and received zero points.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	12	7	N/A	N/A	N/A	N/A
Female	*	*	N/A	N/A	N/A	N/A
Male	12	7	N/A	N/A	N/A	N/A
African American	10	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	36	18	N/A	N/A	N/A	N/A
Hispanic or Latino	*	11	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	12	6	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	21	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	15	9	N/A	N/A	N/A	N/A
English Learner Including Monitored	10	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	19	11	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	14	8	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	12	*	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

- In sixth grade, 10 percent of African American students scored proficient/distinguished in reading, compared to 12 percent of all sixth-grade students.
- In sixth grade, six percent of economically disadvantaged students scored proficient/distinguished in math, compared to seven percent of all sixth-grade students.
- In sixth grade, 10 percent of EL students, including monitored students, scored proficient/distinguished in reading, compared to 12 percent of all sixth-grade students.

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	14	12	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	14	12	*	N/A	N/A	N/A
African American	8	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	30	20	*	N/A	N/A	N/A
Hispanic or Latino	13	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	20	24	*	N/A	N/A	N/A
Economically Disadvantaged	11	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	39	28	*	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	16	13	*	N/A	N/A	N/A
English Learner Including Monitored	7	4	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	18	17	*	N/A	N/A	N/A
Non-English Learner or Monitored	17	16	*	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	13	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 percentages were not high enough to qualify as a plus.

Delta

- In seventh grade, eight percent of African American students scored proficient/distinguished in reading, compared to 14 percent of all seventh-grade students.
- In seventh grade, 13 percent of Hispanic or Latino students scored proficient/distinguished in reading, compared to 14 percent of all seventh-grade students.
- In seventh grade, 11 percent of economically disadvantaged students scored proficient/distinguished in reading, compared to 14 percent of all seventh-grade students.
- In seventh grade, four percent of English Learner students, including monitored students, scored proficient/distinguished in math, compared to 12 percent of all seventh-grade students.

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	14	7	N/A	15	12	2
Female	*	*	N/A	*	*	*
Male	14	7	N/A	15	12	2
African American	7	*	N/A	7	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	23	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	20	12	N/A	24	17	5
Economically Disadvantaged	14	6	N/A	13	11	2
Non-Economically Disadvantaged	14	*	N/A	27	*	*
Students with Disabilities (IEP)	*	*	N/A	8	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	8	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	16	8	N/A	16	13	2
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	18	9	N/A	19	14	2
Non-English Learner or Monitored	18	8	N/A	20	12	2
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	14	7	N/A	15	12	2
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

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

Delta

- In eighth grade, seven percent of African American students scored proficient/distinguished in reading and social studies, compared to 14 percent and 15 percent, respectively, of all eighth-grade students.
- In eighth grade, the percentage of economically disadvantaged students scoring proficient/distinguished in math, social studies, and editing and mechanics was less than the percentage of all eighth-grade students scoring proficient/distinguished.
- In eighth grade, eight percent of students with disabilities (IEP) scored proficient/distinguished in social studies, compared to 15 percent of all eighth-grade students.

Schedule

Tuesday, January 17, 2023

Time	Event	Where	Who
3:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m.	Principal Presentation	School Library Annex	Diagnostic Review Team Members
5:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 18, 2023

Time	Event	Where	Who
7:05 a.m.	Team arrives at the school	School Office	Diagnostic Review Team Members
7:10 a.m.-3:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:00 p.m. – 4:00 p.m.	Team returns to hotel		
4:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 19, 2023

Time	Event	Where	Who
7:05 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:10 a.m. – 3:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:00 p.m. – 4:00 p.m.	Team returns to hotel		
4:00 p.m. – 8:00 p.m.	Team Work Session #4	Hotel Conference Room	Diagnostic Review Team Members

Friday, January 20, 2023

Time	Event	Where	Who
7:05 a.m. – 11:30 a.m.	Informal Interviews/ Informal Classroom Observations Final Team Work Session	School	Diagnostic Review Team Members