Cognia Diagnostic Review Report

Results for:

Iroquois High

November 28 - December 1, 2022

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	9
Certified Staff	47
Noncertified Staff	33
Students	87
Parents	3
Total	186

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 Iroquois High. The staff, students, and families recognized and celebrated the school's diversity. There were 28 spoken languages within the school, and English, Swahili, and Spanish were the most common. They use the Affirming Racial Equity Tool in lesson planning, have a Black History and Hispanic Heritage Month curriculum, and celebrate by hosting an international cultural festival. Iroquois High has purposefully worked to embrace diversity and equity.

Iroquois High employed many resources to support their students' academic, social, and emotional needs. The school housed a family resource center, food pantry, and a home school liaison to ensure that their students' basic needs were met and to assist with any barriers that may hinder attendance. The school implemented a social/emotional curriculum on the "A" day of their block schedule. The school also added two mental health counselors to assist the school counselors with challenges experienced by students.

Additionally, an established culture of care and concern within Iroquois High could be leveraged to ensure support for students' individual educational needs. Classroom observations revealed that most teachers used whole group learning strategies and minimal content differentiation to meet students' needs. Observation data analysis further indicated an opportunity for increased rigor and engagement strategies. Student interviews revealed that students desired more learning opportunities and engaging lessons. The business partnerships that had been fostered because of the academies could be leveraged to support social interactions and behavioral expectations.

Although the Diagnostic Review Team found evidence of a process and plan for leader walkthroughs in classrooms, feedback, and coaching to improve practices in teaching and learning, the team was not provided with evidence about the implementation of the plan. Teacher interviews also revealed the need for a formalized process to regularly review student data so that informed adjustments of instructional practices may enhance student achievement.

Iroquois High previously received improvement priorities to implement a curriculum based on high expectations, including developing a system that engaged all staff members in reviewing and adjusting curriculum and instructional practices. Additionally, the priorities suggested that the school monitor and adjust instruction to meet individual learners' needs. The Diagnostic Review Team found a lack of documented evidence of the development or implementation of these priorities. Although the team found a walkthrough schedule, observations were brief and infrequent.
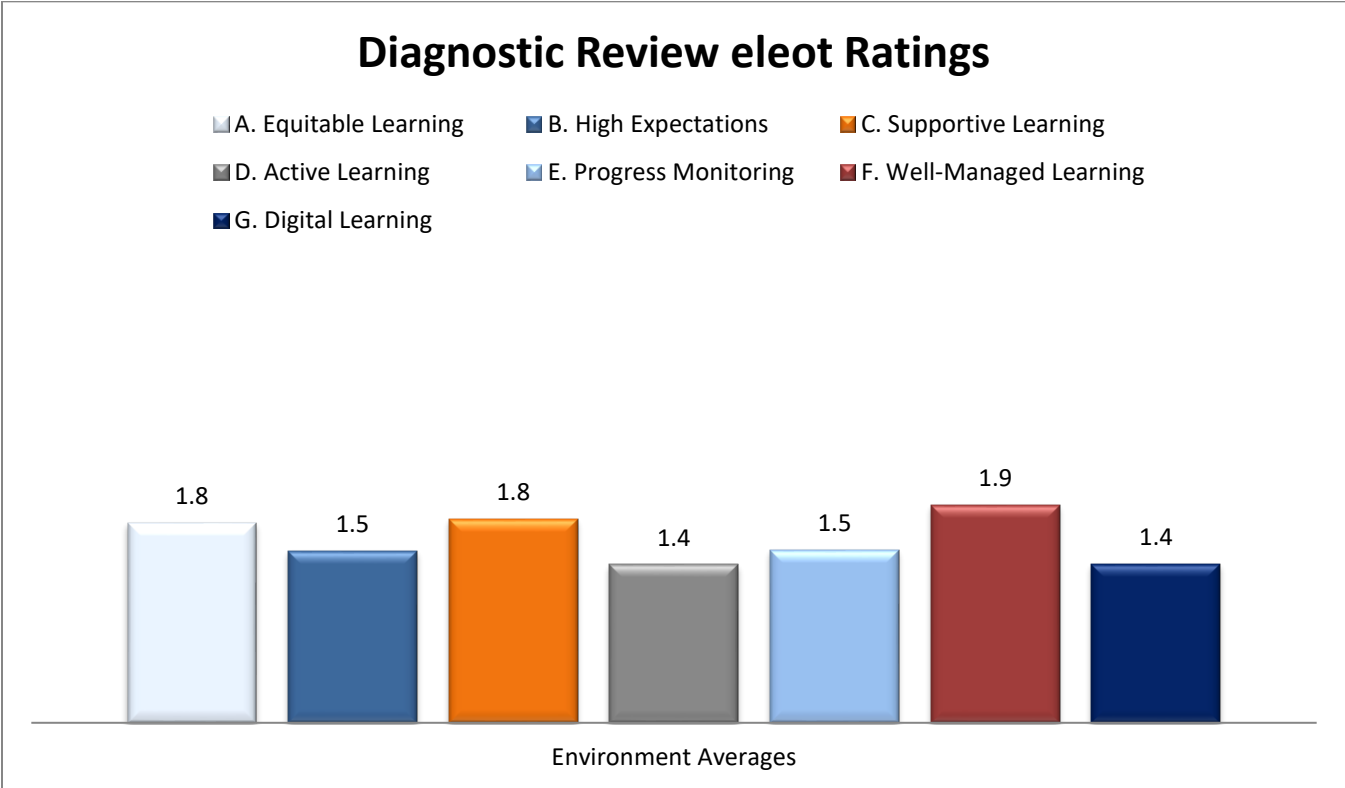
Potential Leader Actions:

- Monitor structures that ensure the use of engaging instructional practices, gather daily evidence of learning, and frequently monitor student academic success.

- Identify effective examples of differentiated instruction and invite teachers to observe in those classrooms.

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

Diagnostic Review eleot Ratings

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

A. Equitable Learning	B. High Expectations	C. Supportive Learning	D. Active Learning	E. Progress Monitoring	F. Well-Managed Learning	G. Digital Learning
1.8	1.5	1.8	1.4	1.5	1.9	1.4

Environment Averages

A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	79%	14%	7%	0%
A2	2.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	28%	31%	34%	7%
A3	2.4	Learners are treated in a fair, clear, and consistent manner.	28%	17%	41%	14%
A4	1.2	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	86%	10%	3%	0%
Overall rating on a 4-point scale:		**1.8**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	59%	38%	3%	0%
B2	1.6	Learners engage in activities and learning that are challenging but attainable.	55%	28%	17%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	66%	28%	7%	0%
B4	1.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	62%	34%	3%	0%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	41%	48%	10%	0%
Overall rating on a 4-point scale:		**1.5**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	1.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	59%	28%	14%	0%
C2	1.3	Learners take risks in learning (without fear of negative feedback).	72%	24%	3%	0%
C3	2.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	24%	52%	24%	0%
C4	2.3	Learners demonstrate a congenial and supportive relationship with their teacher.	24%	24%	45%	7%
Overall rating on a 4-point scale:		**1.8**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	62%	31%	7%	0%
D2	1.3	Learners make connections from content to real-life experiences.	72%	24%	3%	0%
D3	1.7	Learners are actively engaged in the learning activities.	34%	59%	7%	0%
D4	1.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	90%	10%	0%	0%
Overall rating on a 4-point scale:		**1.4**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	69%	28%	3%	0%
E2	1.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	45%	38%	17%	0%
E3	1.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	48%	41%	10%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	72%	14%	14%	0%
Overall rating on a 4-point scale:		**1.5**				

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.	31%	24%	31%	14%
F2	2.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	31%	45%	21%	3%
F3	1.6	Learners transition smoothly and efficiently from one activity to another.	62%	17%	21%	0%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	34%	48%	14%	3%
Overall rating on a 4-point scale:		**1.9**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	66%	10%	17%	7%
G2	1.4	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	72%	14%	10%	3%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	90%	10%	0%	0%
Overall rating on a 4-point scale:		**1.4**				

eleot Narrative

The Diagnostic Review Team conducted 29 observations in core content classrooms. These observations provided insight into instructional practices and student learning tasks. The team also conducted informal observations in non-core content classrooms and common areas.

The school's administration and staff members stated that they challenged and had high expectations for the students. It was evident/very evident in 17 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." Moreover, it was evident/very evident in seven percent of classrooms that "Learners are actively engaged in the learning activities (D3)."

Iroquois High transitioned to a four-block, A-B schedule to minimize the number of transitions for students. They developed the Raider Way Instructional Clock to assist teachers with navigating the 90-minute blocks. The team found it evident/very evident in 21 percent of classrooms that "Learners transition smoothly and efficiently from one activity to another (F3)." Also, instructional time was often dedicated to managing non-instructional routines. Learners who "use class time purposefully with minimal wasted time or disruptions (F4)" were evident/very evident in 17 percent of classrooms. The team also observed opportunities for improvement in interactions between the students and the teachers. It was evident/very evident that "learners speak and interact respectfully with teacher(s) and each other (F1)" in 45 percent of classrooms.

Further, instruction in many classrooms lacked the appropriate depth of knowledge and level of rigor. It was evident/very evident in three 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)." Also, it was evident/very evident in seven percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)."

Potential Leader Actions:

- Provide professional development opportunities for teachers and administrators in using evidence-based instructional strategies that engage all students in a classroom environment with challenging learning experiences and academic conversations.

- Monitor implementation of evidence-based instructional strategies that engage all students in a classroom environment with challenging learning experiences and academic discourse.

- Ensure classrooms are well-managed to provide a foundation for implementing innovative and evidence-based instructional strategies, such as differentiated instruction and student learning tasks.

Improvement Priorities

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

Improvement Priority 1

Develop, communicate, and implement a supervision process for school leaders to regularly visit classrooms to monitor and support the improvement of teaching and learning.

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

Findings:

The Kentucky Summative Assessment (KSA) administered during the 2021-22 school year revealed that the percentage of students at Iroquois High who scored proficient/distinguished was below the state average in reading, social studies, editing and mechanics, and on-demand writing. Additionally, students scored below the state average in English, reading, and mathematics on the ACT. English Learner (EL) Progress student groups scoring 100 percent and 140 percent were above the state average.

The classroom observation data analysis suggested that an opportunity exists to fully inform students of expectations and standards of performance. During classroom observations, students who "are able to articulate the high expectations (B1)" and engage in "tasks that require the use of higher order thinking (B4)" were evident/very evident in three percent of classrooms. Instances in which "learners engage in activities and learning that are challenging but attainable (B2)" were evident/very evident in 17 percent of classrooms. The team also found a lack of evidence that students were informed about how their work would be assessed. In three percent of classrooms, it was evident/very evident that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." It was evident/very evident in 17 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." It was also evident/very evident in 14 percent of classrooms that students could "explain how their work is assessed (E4)."

Stakeholder interview data analysis indicated that leadership desired to frequently conduct walkthroughs. However, due to an abundance of teacher absences and student behaviors, they were pulled away from those opportunities. Additionally, stakeholders reported that even though some progress had occurred since last year, the teachers are still wanting feedback. The administrative team developed a schedule for conducting walkthroughs to provide feedback and coaching, but stakeholder interview data analysis revealed that administrators were rarely in the classrooms except for dealing with student behavior. The team found a lack of evidence that teachers received instructional feedback or coaching related to their content. Staff members shared that school leadership was available for support upon request. On the IMPACT Kentucky Working Conditions Survey question, "How much feedback do you receive on your teaching?", 31 percent of teachers responded that they received a range from quite a bit to a tremendous amount of feedback.

The school leadership developed The Raider Way Instructional Clock as the process for instructional design and delivery. Observation data analysis indicated that many teachers are not implementing the Instructional Clock with fidelity. Stakeholder interview data analysis suggested a need for professional learning to implement the Instructional Clock effectively and efficiently while teaching in a block schedule. Finally, there was evidence of a documented protocol for instructional coaching cycles, but documentation and interviews indicated infrequent occurrences of performed instructional coaching cycles.

Potential Leader Actions:

- Prioritize a weekly classroom walkthrough schedule to provide actionable data and ensure it is consistently implemented by the leadership team to support instructional feedback and coaching. These data should be organized, analyzed, and appropriately disseminated to provide instructional feedback and coaching for teachers to improve classroom instruction.

- Create and monitor a system that ensures instructional expectations are communicated, planned, and implemented to improve instructional practices.

- Ensure all instructional expectations are implemented with fidelity, such as professional learning community (PLC) meetings, Raider Way Instructional Clock, and the Plan-Do-Study-Act (PDSA) process for the next steps.

Improvement Priority 2

Design and implement a system to regularly use formal and informal assessment data to monitor learners' progress toward, and achievement of, learning targets and success criteria as well as for planning, decision-making, and modification of curriculum and instruction.

Standard 30: Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

Findings:

As previously discussed and detailed in an addendum to this report, the team used student performance data to identify Improvement Priority 2.

Stakeholder interview data analysis indicated an opportunity to increase engagement and differentiation in classroom instruction based on student needs. Further, students took multiple standardized assessments but lacked consistency in receiving feedback on their performance to understand the purpose. Most interviewed teachers shared that they made instructional decisions based on collected data and discussed the information during PLC meetings. However, the review team lacked evidence supporting a change in instructional practice due to data use.

The principal presentation listed ThinkCERCA (Claim, Evidence, Reasoning, Counterargument, Audience), Council for Advancement and Support of Education (CASE), and Measures of Academic Progress (MAP) as tools to collect data about student learning, but the team found a lack of evidence that student data were used for planning or decision-making. The Multi-tiered System of Supports (MTSS) School Implementation Plan highlighted evidence that the leadership team analyzed school-wide student data and offered professional development focused on understanding screener data. However, the team lacked evidence that data analysis had prompted curriculum or instructional modifications to meet learners' needs.

The team found evidence of a documented PLC process that included reporting and understanding the data and next steps (RUN format) for student data analysis. The action plan for teaching and learning included PLC meetings functioning at a high level. The 2022 Impact Kentucky Working Conditions Survey results indicated that 74 percent of teacher responses were favorable for the statement, "Teachers use assessment data to inform instruction." However, interviews indicated that the focus of PLCs was primarily on lesson design. The team found a lack of evidence that PLCs were implementing the data analysis protocol at a high level to determine instructional effectiveness and produce positive learning outcomes. Observation and stakeholder interview data did not confirm the degree to which formative or summative assessment data were used to determine adjustments to instruction or curriculum. The embedded professional development (EPD) schedule and Gold Day agenda indicated data analysis sessions occurred during the first semester. Yet, stakeholder interview data analysis indicated a need for additional professional learning on effective data analysis and application. Stakeholder interview data analysis and submitted artifacts revealed no clearly functioning system for analyzing walkthrough data to guide curricula or instructional adjustments.

Educator survey data analysis indicated that 90 percent of educators agreed/absolutely agreed with the statement, "In the past 30 days, I used a variety of information to determine learners' progress (20)." However, student survey data analysis indicated that 53 percent agreed/absolutely agreed they had "many ways to show my teachers what I learned (19)." In addition, family survey data analysis indicated that 59 percent of agreed/absolutely agreed that students "had their learning progress measured (19)."

Potential Leader Actions:

- Require instructional leaders to attend all PLC meetings to coach and support teachers in using the data analysis protocol to analyze and apply the results of formal and informal assessments.

- Ensure data analysis tools are used systematically across classrooms to analyze classroom data (formative and summative), screener data, benchmark data, and state assessment data immediately following the release of new data.

- Use walkthrough data to identify teachers who need individual support to use checks for understanding and other formative assessments to respond to individual learner needs.

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 capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The principal of Iroquois High has demonstrated an ability to lead the school turnaround process. The principal has created a mission, vision, and beliefs statement, the Raider Way, and has established a supportive and inclusive school culture as evidenced by artifacts, visual indicators throughout the building, and stakeholder interviews. Throughout daily routines, students were reminded of the school expectations, and most staff members expressed that leadership maintains an open-door policy and a family atmosphere for the staff. The principal has created many community partnerships and made it a priority to expose students to many opportunities and resources for future success.

While the principal has established some processes, protocols, and expectations, it was revealed during interviews that many stakeholders fail to meet the expectations. The principal has established protocols related to professional learning communities, such as guiding questions for data analysis, behavior code of conduct, and walkthrough schedules. However, a review of data from stakeholder interviews, surveys, informal observations, and documents or lack thereof revealed most stakeholders do not meet those expectations. To support the principal's success, the school needs to create a system that clearly communicates expectations for all stakeholders. Expectations for roles, responsibilities, and protocols should be monitored routinely for implementation and effectiveness to ensure stakeholders are held accountable for continuous school-wide improvement.

One of the greatest strengths of the principal is her passion and commitment to the school's continuous improvement. The passion has helped create a culture of care and concern for students and staff. Although

limited academic coaching is occurring, the staff interviews revealed a high level of confidence in the principal's willingness to provide instructional support and guidance upon request. The principal has effectively established an instructional leadership team and regularly meets with the team to collect and review data. The Diagnostic Review Team found that the principal expends an excessive amount of time on non-instructional tasks, preventing the full commitment to improvement in classroom instruction. Although it was indicated that many teachers desire to improve instruction and student achievement, it was very evident through interviews, classroom observations, surveys, and evidence provided by the school that there is a lack of student engagement, high-quality instruction, and use of data to improve instruction in most classrooms. The delegation of non-instructional duties would allow the principal to become the instructional leader of the building, providing direct instructional support and coaching to teachers in classrooms.

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
Dr. Shawn Johnson	Dr. Shawn Johnson currently serves as superintendent in Clarendon County School District. He formerly served as Superintendent in Barnwell School District 19 in Blackville, SC. Before becoming a superintendent, Dr. Johnson served as principal, school board member, assistant principal, and classroom teacher in various school districts in SC. He recently served as a board member of the South Carolina Department of Education, 3rd Judicial Circuit.
Tim Huddleston	Tim Huddleston currently serves as an Educational Recovery Leader for the Kentucky Department of Education, serving Additional Targeted Support and Improvement (ATSI) schools. He has over 28 years of experience in which he served as a middle school classroom educator, high school assistant principal, middle school and high school principal, and school improvement specialist. For the past five years, he has been actively involved with K-12 school improvement work and has extensive experience analyzing data curriculum, instruction, assessments, and systems. He completed the National Institute of School Leadership (NISL) programs.
Daniel Lockwood	Daniel Lockwood currently serves as an Educational Recovery Leader for the Kentucky Department of Education. Mr. Lockwood has 24 years of experience working in Georgia and Kentucky. Seventeen years of Mr. Lockwood's experience has been in leadership roles that include assistant principal, principal, and a Leadership Development Specialist and Educational Recovery Leader for the Kentucky Department of Education.
Kim Bullard	Kim Bullard currently serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education. Mrs. Bullard has 23 years of experience in education, including as a teacher, a math coach, an instructional coach, and an assistant principal of curriculum, instruction, and assessment. As an ERL, she has closely worked with district and school-level leadership to develop systems, improvement plans, and processes to sustain school turnaround.
Sheri Brittenham	Sheri Brittenham has 24 years of experience in education as a math and Spanish teacher, Educational Recovery Specialist in mathematics for the Kentucky Department of Education, and math curriculum specialist in Kentucky. Mrs. Brittenham is a National Board Certified educator who has served as a mentor and coach at the school and district levels. She has also presented content literacy and effective instructional practices at the district and state levels.
Lisa Moore	Lisa Moore currently serves as a vice principal and instructional leader for Trezevant High School in the Memphis-Shelby County School. Ms. Moore has 23 years of experience as an elementary and middle school teacher, professional learning communities coach/instructional facilitator, teacher mentor via the New Teacher Learning Program, K-8 elementary math coach, and a business owner/entrepreneur of a K-12 tutoring company.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	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.	1

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

Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: **Reflecting areas with insufficient evidence and/or limited activity** leading toward improvement.	Level 2: **Developing or improving practices** that provide evidence that effort **approaches desired level of effectiveness**.	Level 3: **Engaging in practices that provide evidence of expected effectiveness** that is reflected in the standard.	Level 4: **Demonstrating noteworthy practices producing clear results** that **positively impact learners**.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	1
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.	1

Student Performance Data

School Name: Iroquois High School

Kentucky Summative Assessment High School Performance Results

Content Area	%P/D School (21-22)	%P/D State (21-22)
Reading	11	45
Math	*	38
Science	*	15
Social Studies	13	35
Editing and Mechanics	16	48
On Demand Writing	14	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, social studies, editing and mechanics, and on demand writing in 2021-22.

High School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	64	66
Percent Score of 60-80	21	23
Percent Score of 100	12	7
Percent Score of 140	3	2

Plus
- The percentage of English Learner students scoring in the 0 category was below the state average in 2021-22.
- The percentage of English Learner students scoring in the 60-80 category was below the state average in 2021-22.
- The percentage of English Learner students scoring in the 100 category was above the state average in 2021-22.
- The percentage of English Learner students scoring in the 140 category was above the state average in 2021-22.

Delta
- Percentages were not low enough to qualify for a delta.

Percentage of Students Meeting Benchmarks on ACT

Content Area	School (21-22)	State (21-22)
English	7	46
Reading	13	45
Math	4	30

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

Delta
- The percentage of students meeting benchmark on the ACT in English was below the state average in 2021-22.
- The percentage of students meeting benchmark on the ACT in reading was below the state average in 2021-22.
- The percentage of students meeting benchmark on the ACT in math was below the state average in 2021-22.

Graduation Rate

Year	School 4-Year	State 4-Year	School 5-Year	State 5-Year
2021-22	81.1	89.9	86.2	92.0

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

Delta
- The percentage of students graduating in the four-year cohort was below the state average.
- The percentage of students graduating in the five-year cohort was below the state average.

Post-Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2021-22	35.7	72.4	37.6	76.2

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

Delta
- The percentage of students considered post-secondary ready in the school category was below the state in 2021-22.
- The percentage of students considered post-secondary ready in the school with high demand category was below the state in 2021-22.

Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	11	*	*	13	16	14
Female	9	*	*	6	16	14
Male	12	11	*	19	16	14
African American	5	*	*	9	11	9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	10	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	22	*	*	32	*	32
Economically Disadvantaged	10	7	*	13	17	15
Non-Economically Disadvantaged	17	*	*	16	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	11	11	*	13	18	15
English Learner Including Monitored	*	*	*	3	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	16	12	*	21	28	21
Non-English Learner or Monitored	16	12	*	21	28	20
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	11	*	*	13	16	14
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

Plus
- The percentage of economically disadvantaged students scoring proficient/distinguished was greater than all students scoring proficient/distinguished in on demand writing.
- The percentage of economically disadvantaged students scoring proficient/distinguished in social studies was the same score as it was for all students.
- The percentage of economically disadvantaged students scoring proficient/distinguished was greater than all students scoring proficient/distinguished in editing and mechanics.

Delta
- The percentage of African American students scoring proficient/distinguished was less than half of all students scoring proficient/distinguished in reading.
- The percentage of female students scoring proficient/distinguished was less than half of all students scoring proficient/distinguished in social studies.

Schedule

Monday, November 28, 2022

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

Tuesday, November 29, 2022

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

Wednesday, November 30, 2022

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

Thursday, December 1, 2022

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