Cognia Diagnostic Review Report

Results for:

The Academy @ Shawnee (Middle School)

December 5 - 8, 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	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Staff	6
Noncertified Staff	9
Students	45
Family Members	2
Total	73

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:

Culture emerged as a strength at the school. Staff and administrators have created a positive and nurturing environment for students. Staff members said they enjoy working at the school. Likewise, students stated they like attending the school and noted they felt trust for the adults within the middle school. During interviews, multiple stakeholders noted that small class sizes allowed the staff to know their students on an individual level. Hallway transitions were calm and respectful, and staff members were always visible. Stakeholders took pride in their school, and most students were driven by The Shawnee Six motto which states, "Be Responsible, Be Respectful, Be Listening, Be Serious, Be Proud, Be Clean."

The school has strong ties to the local community. Artifacts and interviews show a robust, two-way partnership between the school and community. The school hosted the district's first school-based health clinic to provide students with health services in order to improve overall student health and lower student absences. Additionally, the leadership team describes the Neighborhood Place as a resource that works with the neighboring community to provide accessible health, education, employment, and human services that support children and their families in their progress toward self-sufficiency, as shared in the evidence titled "2022 Shawnee Diagnostic Review Presentation." The school also provides a satellite district office that makes it easier for families to access district services.

Students and family members overwhelmingly stated they felt safe at school. Interview feedback revealed that stability and safety within the school had been a priority for all stakeholders. Educator survey data confirmed this perspective and showed 91 percent of educators agreed/absolutely agreed with the statement, "At my institution, we think of everyone's safety when making decisions (3)." The school has several processes in place to address attendance concerns and to maintain security throughout the school. Teacher and student interviews indicated that the administration team members have an open door policy and are always accessible.

The Diagnostic Review Team noted through artifacts and interviews that the school has many opportunities for the students to participate in after-school activities, including extended school services (e.g., tutoring, Saturday school), clubs, and sports. Additionally, the school provides opportunities for students to participate in field trips, reward days, and student empowerment activities. Interviews with students and staff members conveyed their pride in hosting both the Men in Power Day and the Women in Power Day.

Students have an opportunity to explore various high school pathways throughout their middle school career. Artifacts revealed that sixth grade students have opportunities to rotate through all explore pathway classrooms, including Engineering and Design and Business and Communications. Healthcare Science will be added as a middle school pathway in the 2023-24 school year. Students in seventh and eighth grades choose a specific pathway for their entire academic school year. Students compile evidence and projects gathered throughout the school year via their Digital Backpack. At the end of each school year, students defend their promotion to the next grade level using the artifacts collected in their Digital Backpack. The school's Turnaround Team developed a three-year Turnaround Plan for both the high school and middle school. Evidence titled "Turnaround Plan _CSIP_45- 2021-2022 Year 3" was reviewed by the team. This document outlines a three-year plan for The Academy @ Shawnee to exit Comprehensive Support and Improvement (CSI) status. This document also

identifies key dates for monitoring growth toward goals. Submitted artifacts lacked evidence showing ongoing growth towards these goals. Additionally, staff member interviews revealed that the school's Turnaround Team has not met consistently during the 2022-23 school year.

The Diagnostic Review Team noted that although the school has done initial work to develop the Turnaround Plan, staff and administrator interviews revealed the school lacks formal processes and monitoring to ensure it is moving toward these goals.

In addition to the Turnaround Plan, the school adopted a district-prepared comprehensive assessment plan titled "AIS Assessment Plan 22-23," including summative and benchmark testing. Although stakeholder interviews revealed school administrators received data from these assessments, the Diagnostic Review Team did not find evidence these data were used to monitor and adjust instructional programming for students.

The team identified a general theme of inconsistency and unclear expectations. Evidence titled "Principal Instructional Expectations" showed 10 key areas that administrators expect to see when they walk through each classroom. However, when asked, they were unable to identify those expectations. Family and staff interviews revealed that rules and expectations were not enforced consistently (e.g., no hoods, teacher expectations, student discipline).

Family and staff interviews indicated stakeholders feel that the middle school was often an afterthought in comparison to the high school. Middle school families shared that although they receive some communication from the school, the majority of that communication pertained to the high school. Additionally, staff members noted that they often feel the priority for administrators is primarily focused on the high school.
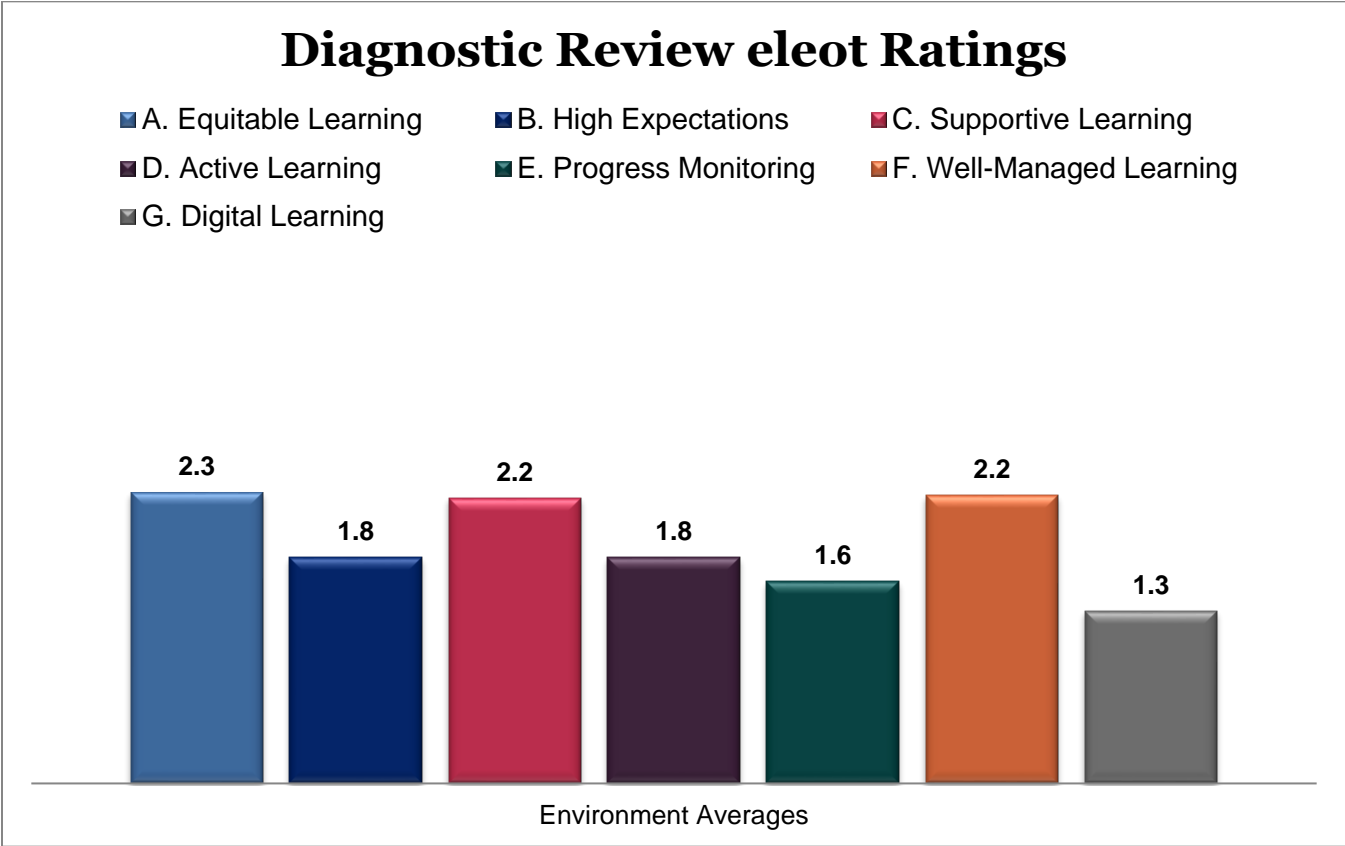
Potential Leader Actions:

- Identify a dedicated instructional leader to focus the school turnaround efforts.
- Create separate messaging for middle school and high school students and families.
- Formalize processes and a system for monitoring instruction to increase academic outcomes.

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 12 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
2.3	1.8	2.2	1.8	1.6	2.2	1.3

Environment Averages

A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.8	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	33%	58%	8%	0%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	25%	42%	25%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	0%	17%	67%	17%
A4	1.4	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.	58%	42%	0%	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	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	33%	50%	17%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	42%	42%	17%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	58%	42%	0%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	33%	42%	25%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	25%	67%	8%	0%
Overall rating on a 4-point scale:		1.8				

C. Supportive Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	1.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	42%	33%	17%	8%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	17%	58%	17%	8%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	33%	25%	33%	8%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	8%	42%	33%	17%
Overall rating on a 4-point scale:	**2.2**					

D. Active Learning Environment							
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	50%	33%	17%	0%
D2	1.8	Learners make connections from content to real-life experiences.	50%	25%	17%	8%
D3	2.0	Learners are actively engaged in the learning activities.	17%	67%	17%	0%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	67%	17%	17%	0%
Overall rating on a 4-point scale:	**1.8**					

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	75%	17%	8%	0%
E2	1.8	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	50%	25%	25%	0%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	33%	50%	17%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	67%	33%	0%	0%
Overall rating on a 4-point scale:		**1.6**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	17%	25%	50%	8%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	8%	50%	25%	17%
F3	2.0	Learners transition smoothly and efficiently from one activity to another.	25%	50%	25%	0%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	25%	58%	17%	0%
Overall rating on a 4-point scale:		**2.2**				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	67%	8%	25%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	75%	17%	8%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	92%	8%	0%	0%
Overall rating on a 4-point scale:	1.3					

eleot Narrative

The Diagnostic Review Team conducted 12 observations in core content classrooms using the eleot tool. The team also conducted informal observations in non-core content classrooms and common areas. Several strengths emerged from the observation data. Staff members and administrators supervised students in structured and unstructured environments. They monitored transitions between classes as well. Students displayed behavior that was consistent with school expectations to be respectful and responsible. Team members observed teachers, support staff, and administrators modeling the behavior and attitude they expected students to exhibit. Instruction was primarily teacher-directed; observers found students who engaged in "discussions/dialogues/exchanges with each other and teacher predominate (D1)" were evident/very evident in 17 percent of classrooms. In most classrooms, students completed the same assignment. Team members observed students receiving the same activities throughout classrooms, indicating little differentiation. Educator interviews similarly revealed that they seldom used differentiated activities. Classroom observation data supported interview data as it was evident/very evident in eight percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Observational data showed that instruction in many classrooms lacked rigor and was below the appropriate depth of knowledge level. Student questions in most classrooms were at the knowledge and recall levels. Overall, students who engaged "in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)" were evident/very evident in 25 percent of classrooms.

Classroom observations showed a lack of consistency with student Chromebook usage. While some students stayed on task with their Chromebooks and used them for classroom activities, team members noted many students played games or watched videos on the Chromebooks. It was evident/very evident in eight percent of classrooms that students "use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)."

Potential Leader Actions:

- Develop an instructional process that requires teaching and learning to be at the appropriate depth of knowledge and embeds higher-order thinking in instruction, questioning, and assignments.

- Use the 90-minute instructional blocks to incorporate intervention strategies and appropriate tiered 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

Develop, communicate, implement, and monitor a formalized process for schoolwide continuous improvement based on individual learners' needs and instructional effectiveness; analyze data (e.g., formative, summative assessments, classroom walkthrough) with the entire established Turnaround Team on a regular basis to inform an instructional process that includes teaching, learning, and data monitoring expectations to meet the needs of all students.

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

Findings:

Artifact evidence titled "Turnaround Plan - 2021-2022 Year 3" indicated the school established a Turnaround Team to focus on school improvement priorities identified for implementation in the 2021-22 and 2022-23 school years. The team created a comprehensive Turnaround Plan with 45 day reviews to monitor progress toward goals. Although the improvement priorities were originally identified for The Academy @ Shawnee High School, stakeholder feedback suggests that the same priorities were a focus for the middle school, as well.

Student performance data suggested the school inconsistently implemented the continuous improvement priorities that lead to improvement of student learning and meet individual students' academic needs. The percentage of students who scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in Spring 2022 was lower than the state average in all measurable categories. In seventh-grade mathematics, for example, 15 percent of students scored proficient/distinguished, while the state average was 38 percent. Similarly, seventh-grade reading assessment scores showed 19 percent proficient/distinguished, while the state average was 43 percent.

Classroom observation data showed that students rarely have the opportunity to verbalize what is expected of them and to monitor their own progress. For example, it was evident/very evident in eight percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." Additionally, it was evident/very evident in 17 percent of the classrooms that "Learners demonstrated and/or verbalized understanding of the lesson/content (E3)."

A review of evidence shows there has been a significant amount of planning around the continuous improvement process. Student and family surveys revealed that 62 percent of students and 59 percent of families agreed/absolutely agreed that the adults "try new things to improve the school (6)." Evidence titled "Jefferson County Public Schools Professional Development Plan" showed the creation of a district professional development plan. Educator interviews validated the artifacts stating they attended professional development opportunities offered by the district, including topics around racial equity and Understanding by Design. The Diagnostic Review Team, however, saw little evidence that the Turnaround Plan has been implemented during the 2022-23 school year. Furthermore, interviews revealed that the Turnaround Team has not met on a regular basis to analyze data and adjust academic instruction. Staff members shared that data are not used to inform school decisions.

A lack of artifacts in combination with staff interviews revealed classroom walkthroughs and coaching to be inconsistent. The evidence reviewed showed a professional learning community (PLC) meeting schedule that

allowed staff members to use a "problem of practice" approach to collaboration. While educators appreciate the PLC collaboration time, staff members stated data were not consistently used to determine topics. Evidence titled "Observations" showed walkthrough and Cognia observation tool data that was completed in the school year 2021-22 but did not include observation data for the current school year. In addition, administrator and staff members shared there were no formal processes to monitor the effectiveness of the instructional programs.

Interviews showed that the majority of staff members did not have a clear understanding of their own roles, responsibilities, and evaluations. Staff members stated they did not receive regular feedback from administrators on their instruction. Additionally, they did not feel school administrators held employees accountable for improving academic outcomes throughout the school.

Potential Leader Actions:

- Establish monthly meetings with the school's Turnaround Team to analyze data.

- Develop clear roles and responsibilities for administrative leadership positions (e.g., principal, assistant principal, academic instructional coach) within the schoolwide continuous improvement process.

- Monitor all practices and processes related to all aspects of the continuous improvement process with consistency.

- Implement and monitor a schoolwide walkthrough and coaching cycle that includes instructional non-negotiables and a system for sharing data.

Improvement Priority 2

Develop, implement, and monitor a formal, systematic process to analyze individual learner and school data in order to deepen each student's understanding of content and increase student achievement.

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

Findings:

Student performance data suggested the school inconsistently implemented the data-informed instructional practices and student learning tasks necessary to meet each student's academic needs. Because of a pause in state testing due to the coronavirus pandemic, student performance trend data comparisons are unavailable. Student performance data from the 2021-22 school year, however, showed the school performed significantly lower on the KSA than statewide averages in all measurable categories. For example, the percentage of students who scored proficient/distinguished in seventh-grade mathematics was 15 percent compared to 38 percent statewide in 2021-22. Additionally, the percentage of students who scored proficient/distinguished in eighth-grade reading was 21 percent compared to the 44 percent statewide average.

Classroom observation data showed that students rarely engage in differentiated assignments to meet their individual academic needs. For example, it was evident/very evident in eight percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Educator survey data, however, differed from observation data. For instance, survey data showed that 84 percent of educators agreed/absolutely agreed that "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." Family and student survey results confirmed classroom observation data; surveys revealed that 30 percent of families agreed/absolutely agreed that "in the past 30 days, my child had instruction that was changed to meet their needs (15)", and 50 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)." Student survey data also showed that 61 percent agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that made me think in new ways (15)."

Stakeholder interviews revealed that educators are not required to create daily lesson plans, but rather unit plans. A review of evidence showed lesson plans seldom included differentiated instruction or varied activities based on individual student needs. Additionally, educator interviews confirmed administrative walkthroughs and feedback were inconsistent. Overall, the Diagnostic Review Team discovered teachers possess a lack of trust and knowledge in the use of classroom data to make instructional decisions.

The school used the district-wide Multi-tiered System of Supports (MTSS) Framework. Observation and interviews suggested that the MTSS framework is implemented with little fidelity. For example, the middle school recently moved to a 90-minute block schedule to reduce transition time and allow for additional on-task time and tiered support. Both stakeholder feedback and classroom observations revealed educators infrequently offered tiered instruction. Additionally, few stakeholders could speak to the MTSS framework and how it was used in daily instruction.

Stakeholder interviews identified FEV Tutor as one of the major initiatives intended to improve student performance measures. Usage reports and student feedback reveal that FEV Tutor was not used consistently during the 2021-22 school year and has not yet begun for the 2022-23 school year. Students stated that they did not enjoy working with FEV Tutor, and they did not understand why it had been required.

Potential Leader Actions:

- Guide teachers to use data (e.g., formative and summative assessments) to improve instructional practices (e.g., differentiation, tiered instruction, student engagement).

- Use walkthrough data to provide regular feedback and coaching to teachers to increase teacher effectiveness, student engagement, instructional strategies, and higher-order thinking.

- Establish a PLC meeting protocol requiring the use of data to make instructional decisions and plan next steps.

Your Next Steps

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

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

- Review and share the findings with stakeholders.

- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.

- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.

- Celebrate the successes noted in the report.

Principal Capacity in Diagnostic Review

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

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

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

- ☐ The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.

- ☒ It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

- ☐ It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

- ☐ It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school for The Academy @ Shawnee (Middle School). The principal has demonstrated an ability to lead a cultural change at the CSI school. The principal has held the leadership position at the school since March 2018. During this period, the school has not engaged in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation needed to establish processes and protocols to monitor and improve student achievement and professional practice.

The Diagnostic Review Team examined multiple pieces of evidence, conducted numerous classroom observations, and interviewed a variety of stakeholders. These data sources consistently revealed the principal's positive impact on the school's culture and overall safety. The team observed mostly orderly procedures during transitions in hallways and common areas. Additionally, multiple stakeholder interviews noted an atmosphere of care, concern, and support for students and staff. The principal was described during numerous stakeholder interviews as approachable and caring. Most stakeholders feel the leadership has created a safe educational environment. During the principal's tenure, the school has seen an improvement in culture and safety. Many stakeholders noted an improvement in student behavior. During classroom observations, the Diagnostic Review Team noted varying degrees of student compliance on academic tasks and classroom expectations. Moreover, classroom observations revealed most instructional activities were low-level and lacked opportunities for cognitive student engagement.

The principal indicated she looks at the data the district sends to The Academy @ Shawnee Middle, but that she needed to use the data to move forward. A review of evidence and stakeholder interviews revealed a limited use

of data to drive a formalized decision-making process related to continuous improvement and student achievement. Evidence and artifact review, as well as stakeholder interviews, revealed a MTSS plan exists. Although the MTSS plan indicated Tier 2 interventions are to occur during the 90-minute block of core instruction, the review team did not observe the use of situationally-appropriate strategies including transformational and incremental, adaptive approaches for Tier 2 or Tier 3 instruction occurring at the Academy @ Shawnee Middle. Classroom observations indicated limited differentiation of instruction occurred to meet individual student needs. A review of the evidence and stakeholder interviews revealed Cognia observation tools were used by leadership during the 2021-2022 school year. However, there is limited evidence to indicate a walkthrough system is formally implemented during the current school year, which contributed to minimal coaching and feedback opportunities to improve instructional practices.

Finally, the review of evidence and stakeholder interviews suggested limited implementation of a data collection system, no formalized method of reporting data, and limited data-driven decision-making by the leadership team. Stakeholder interviews revealed data is reviewed but is not utilized to make formalized decisions to move the school forward. Additionally, during interviews stakeholders indicated processes and procedures function on an informal basis and lack a formal structure of reporting and accountability. The lack of formal structures contributed to the low student achievement and minimal coaching to improve professional practice.

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
Julie Taylor	Julie Taylor has spent the past 20 years devoting her time to helping students find success as both a teacher and administrator. A true pioneer in online education, she was a critical team member for one of the largest online K-12 schools in the nation. Ms. Taylor and her team successfully launched and led this school through technology breakthroughs, lobbying efforts, and a successful accreditation application, all while online learning was in its infancy. She has served in roles including teacher, principal, and headmaster. Ms. Taylor currently serves as Vice President of Academics for a nationwide curriculum and education management firm.
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 is in year 29 of education in which his experiences consist of 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 school improvement work K-12 and has extensive experience with analysis of data curriculum, instruction, assessments, and systems. He completed the school improvement specialist (CSIS) and National Institute of School Leadership programs (NISL).
Lana Williams, Ed.D	Dr. Williams has served in various positions in the educational arena during her more than 29 year career. She began her career as an English language arts teacher and then matriculated to the role of assistant principal of curriculum and instruction in a middle-high school. While in this role, Dr. Williams assisted the school in improving its report card rating from unsatisfactory to excellent in one school year as measured by the South Carolina (SC) Department of Education. After serving as an assistant principal, Dr. Williams served as a middle school principal for 10 years. While serving as principal, the school received many awards and honors, including being named a Palmetto Silver Award winning school for closing the achievement gap between disaggregated groups and raising the academic achievement of all students. The school also moved from a rating of below average to a rating of good on the school report card. Under her leadership, the school was also named a SC Red Carpet School, a National Forum to Accelerate Middle Grades School to Watch, and an inaugural member of the SC Transform SC initiative. After serving as Principal, Dr. Williams served as an executive director of secondary schools, chief academic officer, and superintendent.
Melissa Evans	Melissa Evans is currently serving in her seventh year as an Educational Recovery Leader with the Kentucky Department of Education, assisting schools with turnaround efforts. She has 31 total years of experience in Kentucky public schools. Her prior experiences include 18 years in the Corbin Independent School District. While there, she taught at the middle and high school levels, authored numerous grants, and served as director of the summer science program. Administrative experience includes five years as director of districtwide programs and her major duties included serving as the district assessment coordinator, curriculum, instruction, and assessment supervisor, external grants director, and career and technology education director.

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
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	1

Key Characteristic 2: Leadership for Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed 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.	2

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

Standard number and statement	Level 1: Reflecting areas with **insufficient evidence and/or limited activity** leading toward improvement.	Level 2: **Developing or improving practices** that provide evidence that effort **approaches desired level of effectiveness**.	Level 3: **Engaging in practices that provide evidence of expected effectiveness** that is reflected in the standard.	Level 4: **Demonstrating noteworthy practices producing clear results that positively impact learners.**	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	2
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.	1
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	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: The Academy @ Shawnee

Kentucky Summative Assessment 2021-22 Middle School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	6	*	44
	7	19	43
	8	21	44
Math	6	*	38
	7	15	38
	8	*	36
Science	7	*	22
Social Studies	8	24	36
Editing and Mechanics	8	31	46
On Demand Writing	8	*	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 for grades seven and eight in 2021-22.
- The percentage of students who scored proficient/distinguished was below the state average in seventh-grade math in 2021-22.
- The percentage of students who scored proficient/distinguished was below the state average in social studies in 2021-22.
- The percentage of students who scored proficient/distinguished was below the state average in editing and mechanics in 2021-22.

Middle School English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	*	66
Percent Score of 60-80	*	22
Percent Score of 100	*	8
Percent Score of 140	*	2

Plus

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

Delta

- The percentages were not low enough to qualify as a delta.

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

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

   Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

Delta

   o   Student performance level data categories of novice, apprentice, proficient, and distinguished (NAPD) were suppressed for public reporting.

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	19	15	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	25	20	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	17	13	*	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	21	17	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	19	15	*	N/A	N/A	N/A
Non-English Learner or Monitored	20	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	19	12	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

- The percentage of male students scoring proficient/distinguished was greater than all students in reading and math.

Delta

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

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

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	21	*	N/A	24	31	*
Female	*	*	N/A	*	*	*
Male	36	*	N/A	40	44	*
African American	*	*	N/A	*	*	*
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	*	*
Economically Disadvantaged	15	*	N/A	*	24	*
Non-Economically Disadvantaged	*	*	N/A	*	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	24	*	N/A	26	34	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	22	*	N/A	22	29	*
Non-English Learner or Monitored	22	*	N/A	22	29	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	21	*	N/A	24	31	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- The percentage of male students scoring proficient/distinguished was greater than all students scoring proficient/distinguished in editing and mechanics, social studies, and reading.
- The percentage of non- English learners scoring proficient/distinguished was greater than all students scoring proficient/distinguished in reading.

Delta

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

Schedule

Monday, December 5, 2022

Time	Event	Where	Who
3:00 p.m. – 4:00 p.m.	Team Work Session #1 and travel to institution	Hotel Conference Room	Diagnostic Review Team Members
4: 00 p.m. - 5:00 p.m.	Principal Overview	The Academy at Shawnee	School Leadership and Diagnostic Review Team Members
6:00 p.m. - 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 6, 2022

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

Wednesday, December 7, 2022

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	The Academy at Shawnee	Diagnostic Review Team Members
7:40 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	The Academy at Shawnee	Diagnostic Review Team Members
4:00 p.m. – 4:30 p.m.	Team returns to hotel		
4:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 8, 2022

Time	Event	Where	Who
7:15 a.m. – 11:30 a.m.	Final Team Work Session	The Academy at Shawnee	Diagnostic Review Team Members