

Cognia Diagnostic Review Report

**Results for:
The New Haven School**

February 6-9, 2023

Table of Contents

Introduction	2
Performance Standards Evaluation	2
Insights from the Review	3
Potential Leader Actions:.....	4
Effective Learning Environments Observation Tool (eleot) Results	5
eleot Narrative.....	9
Potential Leader Actions:.....	10
Improvement Priorities	12
Improvement Priority 1	12
Potential Leader Actions:.....	13
Improvement Priority 2	14
Potential Leader Actions:.....	14
Your Next Steps	15
Principal Capacity in Diagnostic Review	16
Team Roster	18
Appendix	19
Cognia Performance Standards Ratings	19
Key Characteristic 1: Culture of Learning.....	19
Key Characteristic 2: Leadership For Learning	21
Key Characteristic 3: Engagement of Learning.....	23
Key Characteristic 4: Growth in Learning.....	25
Student Performance Data.....	28
Schedule	32

Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	16
Noncertified Staff	7
Students	7
Parents	5
Total	44

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 reviewed the 2021-22 Kentucky Summative Assessment (KSA) student performance data, observational data, survey results, and interview data and found strengths and areas for improvement. The principal and superintendent shared that the school culture was a strength. The school has established a set of core values/characteristics/qualities for learners called POWER (Preserve, Optimize, Welcoming Attitude, Embrace your gifts, Respect for all). Additionally, the school has incorporated the Stable Leaders program that supports the Care and Connect initiative throughout the district. Teachers are assigned to a group of students to ensure that each student has a relationship with at least one adult in the building. A Care Team was also created to give students a voice and a leadership role in the school. The Care Team organizes a special breakfast each grading period to recognize students on the Dean's List. Additionally, teachers send home postcards with positive notes to reinforce student success. Interview data revealed students enjoy the Stable Leaders and Mustang Matters programs designed to celebrate, motivate, and engage students. The principal also works to recognize staff by starting each meeting by praising staff and ending it by sharing gratitude. Stakeholder interviews revealed staff members felt comfortable bringing their concerns to the administration. Also, the administration was visible throughout the building. Parents indicated the school feels like a big family and the teachers genuinely care about students. Additionally, 80 percent of families agreed/absolutely agreed with the statement, "the adults make us feel welcomed (1)" and 80 percent of students agreed/absolutely agreed that "The adults show that they care about us (7)."

Another strength that emerged was the partnerships the school has established. A review of the evidence titled Community Partners and Loretto Motherhouse Partnership revealed multiple community partnerships. The team reviewed evidence that show the school had partnerships with families. The Family Ignite Night provides an opportunity to engage families and to allow students to share projects and learning experiences. Artifacts and evidence referenced multiple communication methods to keep community members and parents informed, such as The New Haven Echo (i.e., school newsletter).

Through stakeholder interviews, the Diagnostic Review Team learned the collective experience of the school's administrative team is a strength that the school can leverage for improvement. The principal recently hired an assistant principal (AP) and a literacy lead (LL) who have strong backgrounds in instruction and can provide instructional leadership for the administrative team. The AP provides instructional support to teachers around teaching foundational skills. The LL supports teachers through professional learning and coaching both for content and classroom management.

The team observed teachers providing instruction in small groups based on the i-Ready assessment results. Interview data revealed administrators recognized the need for standards-based instruction. To support this need, the school and district leadership have collaborated to provide support to teachers around standard deconstruction, identification, and alignment of tasks to the skills and assessment. Interview data revealed the school has started using the eleot tool to identify and document student engagement in classrooms.

The team found documentation of the Comprehensive School Improvement Plan (CSIP). The plan included goals with objectives, strategies, activities, measures of success, progress monitoring, and funding sources. The first



goal focused on increasing math and reading proficiency schoolwide. The second goal was to increase writing proficiency, and the third goal focused on the achievement gap and increasing the proficiency of students identified as economically disadvantaged. The CSIP also included evidence-based activities including weekly professional learning community (PLC) meetings to deconstruct standards and assessment alignment, backwards design planning, and professional learning around newly implemented reading curriculum. Through stakeholder interviews the team determined that staff members were familiar with the objectives and activities outlined in the CSIP but that actions toward these planned activities were in the infancy stage. Again, the Diagnostic Review Team saw minimal implementation of the success measures identified in the CSIP. The school should leverage these success measures to monitor progress and adjust implementation as necessary to increase student achievement.

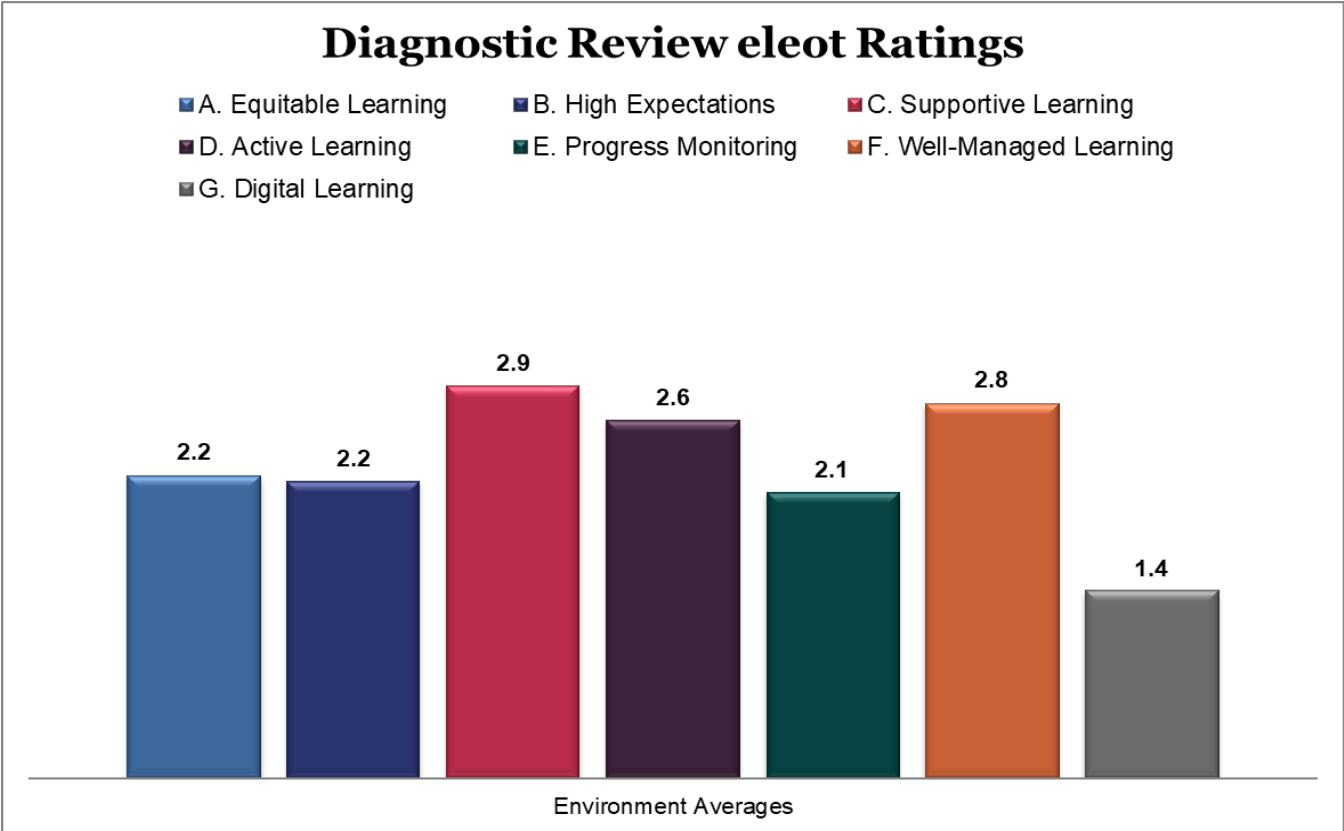
Potential Leader Actions:

- Leverage leadership expertise to provide coaching and instructional support to teachers.
- Develop formal protocols for a PLC process that includes using data to drive planning and instruction.
- Develop a monitoring tool to support the PLC process and ensure rigorous standards-based instruction.
- Develop a plan to ensure teachers are using data and evidence-based instructional strategies to differentiate instruction based on the individual needs of students.
- Establish expectations and use evidence-based strategies to ensure that teaching and learning are at the appropriate rigor and depth of knowledge level to prepare students for the KSA.

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	67%	22%	6%	6%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	22%	67%	11%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	17%	72%	11%
A4	1.6	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.	50%	44%	6%	0%
Overall rating on a 4-point scale:			2.2			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	22%	50%	28%	0%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	0%	50%	50%	0%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	39%	44%	17%	0%
B4	2.2	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	22%	39%	39%	0%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	6%	56%	33%	6%
Overall rating on a 4-point scale:			2.2			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	28%	61%	11%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	11%	39%	28%	22%
C3	3.1	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	22%	50%	28%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	11%	61%	22%
Overall rating on a 4-point scale:			2.9			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	6%	22%	50%	22%
D2	2.3	Learners make connections from content to real-life experiences.	33%	17%	39%	11%
D3	2.9	Learners are actively engaged in the learning activities.	6%	17%	56%	22%
D4	2.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	11%	44%	39%	6%
Overall rating on a 4-point scale:			2.6			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	39%	44%	11%	6%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	33%	50%	0%
E3	2.7	Learners demonstrate and/or verbalize understanding of the lesson/content.	6%	22%	67%	6%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	56%	39%	6%	0%
Overall rating on a 4-point scale:			2.1			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.1	Learners speak and interact respectfully with teacher(s) and each other.	0%	11%	67%	22%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	6%	6%	83%	6%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	28%	11%	50%	11%
F4	2.6	Learners use class time purposefully with minimal wasted time or disruptions.	11%	33%	44%	11%
Overall rating on a 4-point scale:			2.8			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	78%	11%	6%	6%
G2	1.5	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	72%	11%	11%	6%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	89%	0%	11%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 18 observations using the eleot tool in core content classrooms. The team also conducted informal observations in non-core content classrooms, the cafeteria, the playground, and hallways. Data from these observations provided the team with sufficient insight regarding instructional practices and student learning at The New Haven School.

Several strengths emerged from the observational data. For instance, students were well behaved and respectful. The team observed a good rapport between students and adults, and student behavior in hallways was without incident. Students walked in organized lines led by their teachers to the bathroom, lunchroom, and other locations. Students were compliant in following directions to complete assignments and classwork and were quiet and orderly when moving through small group rotations.

Student and teacher interactions were mostly positive as illustrated by the Supportive Learning Environment having the highest overall rating of 2.9 on a four-point scale. For instance, it was evident/very evident in 83 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." It was also evident/very evident in 78 percent of classrooms that "Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)." Also demonstrating the supportive interactions among students, teachers, support staff, and administrators was that it was evident/very evident in 72 percent of classrooms that "Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)."

The team identified several strengths in the Well-Managed Learning Environment, which earned an overall average rating of 2.8. Interactions between students and teachers were respectful, and students generally followed the rules in classrooms and common areas. For instance, it was evident/very evident in 89 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)." Additionally, it was evident/very evident in 89 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." Although it was evident that students were respectful and understood classroom rules and procedures, the Diagnostic Review Team observed many instances where students who were off task were not redirected. The data supported these observations as



it was evident/very evident in 55 percent of classrooms that "Learners used class time purposefully with minimal wasted time or disruptions (F4)."

The team observed students working in close proximity to each other and rotating to different stations to complete assignments. However, there were few occurrences of discourse between students about their work. Although groups consisted of students with different needs and abilities, all tasks were the same. Learners who "collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)" were evident/very evident in 45 percent of classrooms. Additionally, learners engaging in "differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in 12 percent of classrooms. Student survey data supported observational data as 67 percent of students agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that were changed to meet my needs (13)."

The High Expectations Learning Environment scored a 2.2. Learning targets were visible in a few classrooms; however, observation notes indicated learning targets were seldom referenced during lessons. It was evident/very evident in 39 percent of classrooms that "Learners take responsibility for and are self-directed in their learning (B5)." Furthermore, when asked how their work was assessed or how they knew they were doing a good job (on track), students said their teachers would give them a grade on their work. It was evident/very evident in 17 percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." Additionally, it was also evident/very evident in 28 percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)." The team rarely observed teachers using higher order questioning during lessons to challenge students' thinking. It was evident/very evident in 39 percent of classrooms that students "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)."

One of the lowest scoring environments was the Progress Monitoring and Feedback Learning Environment, which earned an overall average rating of 2.1. In 17 percent of classrooms, for instance, learners who "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" were evident/very evident. It was evident/very evident in 50 percent of classrooms that students had opportunities to "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)." When asked, students were not able to articulate how they knew they were successful. For example, it was evident/very evident in six percent of classrooms that "Learners understand and/or are able to explain how their work is assessed (E4)."

The Digital Learning Environment received the lowest overall rating of 1.4. The New Haven School has invested in one-to-one devices for all students in the building. Family survey and student survey results differed when respondents were asked to choose "phrases that best describe what learning looks like most of the time." Seventy-six percent of families chose "use digital resources (23)" while 17 percent of students chose "use digital tools (21)." Observational data confirmed survey data, which indicated that students were not using digital tools as an essential part of learning. For instance, it was evident/very evident in 12 percent of classrooms that students "use digital tools/technology to gather, evaluate, and/or use information for learning (G1)." When the team observed students on devices, they were completing low rigor activities. Additionally, it was evident/very evident in 11 percent of classrooms that students "use digital tools/technology to communicate and work collaboratively for learning (G3)."

Potential Leader Actions:

- Use digital tools/technology to communicate and work collaboratively for learning (e.g., research, gather, evaluate, create, collaborate).
- Design a process to ensure consistent, evidence-based curriculum implementation and monitoring across all content areas and grade levels. Ensure the curriculum is aligned with the intent and rigor of the Kentucky Academic Standards (KAS).



- Develop, execute, and monitor a comprehensive assessment and data analysis system to ensure curriculum and assessment practices and processes are aligned with the intent and rigor of the KAS.
- Develop a plan to ensure teachers are using data and evidence-based instructional strategies to differentiate instruction based on the individual needs of their students.

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, implement, and monitor a system to ensure curriculum, instructional practices, and supporting instructional resources are regularly monitored and aligned to the relevancy, rigor, and inclusiveness of the Kentucky Academic Standards.

Standard 12: Professional Staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

Findings:

Student performance data, as detailed in the appendix of this report, suggests the institution lacks a fully functioning system for monitoring and adjusting instruction to meet the diverse academic needs of learners. The KSA data revealed that the percentage of students who scored proficient/distinguished in 2021-22 was below the state average in all content areas and grade levels in which the data were not suppressed.

Classroom observations revealed that differentiation and rigor were often missing during independent and whole group Tier I instruction. For example, it was evident/very evident in 12 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Additionally, it was evident/very evident in 39 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)." The team rarely observed strategies to scaffold and support learning during whole-group instruction to meet students' individual needs and introduce rigorous content. Educator survey data supported observational data as 37 percent of educators agreed/absolutely agreed that "at my institution we provide an instructional environment where all learners thrive (9)" and 49 percent of educators agreed/absolutely agreed with the statement, "At my institution, we uphold high expectations for learning (12)."

Stakeholder interviews revealed the Heggerty and Fundamentals programs are newly implemented and used by primary grade teachers. However, the school has not standardized or vertically aligned the curriculum. The school recently required all primary grade teachers to use the newly implemented Heggerty, Fundamentals, and University of Florida Literacy Lab programs. Previously, teachers were given the autonomy to use the instructional resources they selected. The lack of alignment around standards-based instructional materials likely contributed to student learning gaps. Stakeholder interviews also indicated concerns about students being academically ready for the next level of learning compared to students at other schools.

Stakeholder interviews revealed PLCs (i.e., Design Labs in Nelson County and Gemenschaft at The New Haven School) were not used effectively for standards deconstruction, data review, or analyzing student work samples. Instead, the time for PLCs was used inconsistently across grade levels and contents. Some meeting times would be used for professional learning sessions while others were used for educational article review and reflection. The P-5 Next Generation Design Lab Home Base document provided evidence of a district needs assessment and outcomes that are focused on curriculum mapping across the district, professional growth opportunities customized for teachers, and increased instructional resources. These activities (e.g., article review, reflection, needs assessment) and additional resources can help identify and address teaching and learning inconsistencies; however, the process is in its infancy stage. The Lesson Planning Protocol document that the school provided the team as evidence showed expectations for how teachers should manage their lesson time



and instructional strategies to support delivery. However, the team found no evidence of expectations as to what teachers should teach during core content instruction.

Stakeholder interviews also revealed that adults seldom hold students to high academic expectations. Survey data supported interview data where 49 percent of educators agreed/absolutely agreed with the statement, "At my institution, we uphold high expectations for learning (12)." Leadership interviews revealed that the school had previously focused on project-based learning (PBL), which created inconsistent delivery of foundational literacy and math skills. For example, interview data showed that teachers delivered PBL activities that were not specifically aligned to KAS. Teacher interviews revealed that including academic standards in lesson plans was not a requirement until recently and the school has no method to monitor student mastery of the KAS.

Potential Leader Actions:

- Develop, implement, and monitor a PLC protocol focused on data analysis to guide instructional decisions. Ensure that teachers receive feedback and coaching support around PLC structures.
- Review and refine the instructional model (e.g., gradual release) and equip faculty with appropriate tools.
- Prioritize continued development of curricular frameworks (e.g., standards alignment and deconstruction, formative and summative assessment) in all content areas.
- Develop a system for evaluating the effectiveness of instructional practices and resources that is consistent and based on data.
- Develop a process for data analysis to assess student mastery aligned with the rigor and depth of knowledge expected in the KAS.
- Equip faculty with the necessary strategies and tools to provide instruction (e.g., modeling high yield instructional strategies that promote student engagement) to address individual learner needs.

Improvement Priority 2

Develop a systematic, data-based process for evaluating instruction and assessment to ensure the delivery of consistent and specific feedback to teachers to help them adjust instruction and deepen learners' understanding.

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

Findings:

Student performance data, as detailed in the appendix of this report, revealed that the percentage of students who scored proficient/distinguished on the KSA in 2021-22 was below the state average in third-, fourth-, and fifth-grade reading and in fifth-grade math, social studies, and editing and mechanics. Data were suppressed in third- and fourth-grade math, fourth-grade science, and fifth-grade on-demand writing.

During classroom observations, the Diagnostic Review Team observed teacher-led instruction delivered in both whole group and small group settings. The team observed students completing the same tasks with minimal collaborative conversations. Observational data revealed it to be evident/very evident in 45 percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4)." Additionally, on surveys, when asked to choose the phrases that "best describe what learning looks like most of the time in your classes (21)", 58 percent of students chose "listen to teachers talk" and "solve problems" and 57 percent chose "complete worksheets."

Documents provided by the school showcased some protocols that have been developed to assist with setting instructional expectations (e.g., literacy data analysis, coaching protocol). Stakeholder interview data revealed that until recently staff members did not have the curricular resources they needed to provide rigorous instruction to students. Additionally, staff members referenced inconsistency in terms of the expectations around PLCs throughout the building. Survey results supported interview data, indicating that 41 percent of educators agreed/absolutely agreed with the statement, "at my institution, we use learner information to make decisions about distributing resources (7)" and 44 percent of educators agreed/absolutely agreed that "At my institution, we work closely with each other and our stakeholders to support learners (6)."

PLC protocols and common expectations are in the early stages of development and implementation. According to stakeholders, these expectations and protocols have not been clearly communicated or monitored for fidelity. The school has begun standards deconstruction in literacy, but the work has not begun in other core content areas. Additionally, because standard deconstruction is in the infancy stage, the school lacks an established system of formative assessment to measure students' learning outcomes. The school provided the Diagnostic Review Team with i-Ready assessment data for fall and winter benchmarks; however, there was no evidence provided to support a structure or protocol for data analysis used by teachers to adjust instruction based on student performance on assessments administered during established testing windows.

During the principal presentation, it was shared that instructional coaching and walkthroughs cycles had recently begun. A review of documents and artifacts (e.g., Leadership Slide Deck-Admin, Coaching and Collaboration Documents) revealed evidence of leadership schedules that included time designated for coaching, PLC meetings, and classroom visits. Coaching and collaboration documents provided general items for leadership to reflect on when visiting classrooms; however, the team did not find targeted look-fors in these documents that could generate data to analyze and use to drive professional learning or improve student outcomes.

Potential Leader Actions:

- Identify and adopt an evidence-based walkthrough tool that focuses on high-yield instructional strategies.
- Use walkthrough data to provide targeted professional learning opportunities to teachers.



- Continue to implement and monitor a schedule of walkthrough observations that ensures every teacher at The New Haven School is observed and receives feedback routinely.
- Ensure the curriculum aligned to the KAS is implemented with fidelity and consistency throughout the building.
- Provide training and support to all staff in analyzing, implementing, and applying student data.
- Provide structures (e.g., calendars, master schedule, scope and sequence, pacing guides aligned with the KAS) and processes (e.g., PLC, professional learning) to support curricular implementation and adjustment.

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

The principal has served in this role since July 2020. The principal has served in other leadership positions throughout the Nelson County School District, including as the director of special education, an assistant principal, a behavior coach, and a classroom teacher.

During the principal presentation and through an interview, the principal was able to effectively articulate the current state of the school's performance, including the strengths of the school and the areas for improvement, accompanied by next steps.

The principal has orchestrated many initiatives surrounding culture at The New Haven School as evidenced in artifact reviews, interviews, and the principal's presentation. For example, the POWER values have been developed to describe key characteristics/qualities that all stakeholders shall exhibit during the educational experience at this school. Additionally, there are many other initiatives that have contributed to an improved culture. However, there has not been a formalized process to craft either a mission or vision statement that truly captures the work that has been conducted using continuous improvement methods. These statements should be simple and concise so that all stakeholders can easily recite and embrace them as stated in Professional Standards for Educational Leaders (PSEL) Standard 10 (b), "Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school." The principal articulated the need for this process to involve stakeholder input. The school vision and mission should be the driving catalyst that reflects the school's continuous improvement process. Additionally, effective, transparent, and consistent communication of



this unified process can be the driving force to ensure that all stakeholders feel invested and are well-informed about the process.

Furthermore, the team suggests that targeted support aligned to the direct needs of the school be continued for the school and the principal. As referenced in element (g) of PSEL Standard 10, it is imperative that the district, the administration at The New Haven School, and any other identified external partners collaboratively and strategically continue a systems approach to create an effective path for continuous improvement. The school's continuous improvement process should specifically focus on intentionally planned academic initiatives for curriculum development that are aligned to the KAS, a data collection and analysis process, and systems management to ensure that data are used to drive instructional change, positively impact school operations, and improve student performance. The support plan should focus on planning efforts, implementation, monitoring, and evaluation procedures.

Finally, the Diagnostic Review Team believes that with support and a shift in focus on this school's academic and instructional needs, the principal can lead this process. There must be a balance between academic and non-academic priorities to create a sense of urgency for continuous improvement at The New Haven School.



Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
Donna Gibson	Donna Gibson has more than 40 years of experience in education as a teacher and administrator. She is presently a Regional Accreditation Evaluator with Cognia and a consultant with CORE, Inc./Pivot Learning. Donna has spent the last 15 years working in public schools and at-risk schools as a school improvement specialist, a literacy trainer, a literacy coach, a curriculum trainer, and an independent consultant.
Kim Cornett	Kim Cornett currently serves as an Educational Recovery (ER) Leader for the Kentucky Department of Education (KDE). This position provides direct support to turnaround schools across the state. Kim has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She also holds certifications from The Institute for Performance Improvement. Kim has served on Diagnostic Review teams and audit teams for the past 10 years as a team member, lead, and associate lead. She has been an educator for more than 28 years, serving in roles such as a high school teacher, district liaison of academic performance, and district chief academic officer.
Beth Peterson	Dr. Beth Peterson has served in various roles in public education for 15 years. She is currently a School Choice Associate in Jefferson County Public Schools, where she assists the district's 32 magnet school principals in continuous improvement measures based on the Pillars of Magnet Schools: Diversity, Innovative Curriculum, and Professional Development, Student Achievement and Support, High-Quality Instructional Systems, and Family and Community Partnerships. She has also worked as a manager in the Division of Innovation and Partner Engagement with the Kentucky Department of Education (KDE) and as a middle school language arts teacher.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership For Learning

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

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

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

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.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	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 New Haven School

2021-22 Kentucky Summative Assessment Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	5	45
	4	16	46
	5	22	45
Math	3	*	38
	4	*	39
	5	20	38
Science	4	*	29
Social Studies	5	14	37
Editing and Mechanics	5	22	47
On Demand Writing	5	*	33

Plus

- 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 third-, fourth-, and fifth-grade reading and fifth-grade math, social studies, and editing and mechanics.

Elementary English Learner Progress

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	5	*	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)	5	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	8	*	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	6	*	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	5	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	5	*	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	N/A
Non-Gifted and Talented	5	*	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

- Percentages were not high enough to qualify as a plus.

Delta

- The reading percentages for third grade are reported as single-digit percentages in the following areas: all students, white (non-Hispanic), economically disadvantaged, students without an IEP [Individual Education Plan], non-English learners (EL), non-EL or monitored, and non-gifted and talented.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 4th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	16	*	*	N/A	N/A	N/A
Female	21	*	*	N/A	N/A	N/A
Male	*	*	*	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)	17	*	*	N/A	N/A	N/A
Economically Disadvantaged	15	*	*	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	16	*	*	N/A	N/A	N/A
English Learner Including Monitored	16	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	*	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	*	*	*	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

- Percentages were not high enough to qualify as a plus.

Delta

- The reading percentages for fourth grade are reported and noted as low student performance in the following areas: all students, female, white (non-Hispanic), economically disadvantaged, students without an IEP, non-ELs, and non-EL or monitored.

2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	22	20	N/A	14	21	*
Female	32	*	N/A	*	41	*
Male	15	22	N/A	15	7	*
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)	20	20	N/A	11	20	*
Economically Disadvantaged	19	*	N/A	6	19	*
Non-Economically Disadvantaged	28	39	N/A	28	28	*
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	29	*	N/A	18	29	*
English Learner Including Monitored	*	*	N/A	*	*	*
English Learner	*	*	N/A	*	*	*
Non-English Learner	22	20	N/A	14	22	*
Non-English Learner or Monitored	22	20	N/A	14	22	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	22	*	N/A	14	22	*
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Female students in fifth grade scored higher in reading (32 percent) and editing and mechanics (41 percent) than all students.

Delta

- All students scored lower in social studies (14 percent) than in reading (22 percent), mathematics (20 percent), and editing and mechanics (21 percent).
- Male students scored lower in editing and mechanics (seven percent) than in reading (15 percent), mathematics (22 percent), and social studies (15 percent).
- In fifth-grade reading, male students (15 percent) scored lower than female students (32 percent).
- Male fifth-grade students scored lower in reading (15 percent) than in math (22 percent).
- Economically disadvantaged students scored lower in social studies (six percent) than in reading (19 percent) and editing and mechanics (19 percent).
- Non-economically disadvantaged students scored lower in reading (28 percent) than in mathematics (39 percent).
- Non-ELs and non-EL or monitored students scored lower in social studies (14 percent) than in reading (22 percent), mathematics (20 percent), and editing and mechanics (22 percent).



Schedule

Monday, February 6, 2023

Time	Event	Where	Who
4:15 p.m. – 5:00 p.m.	Team Work Session #1A	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m.- 6:30	Leadership Presentation	The New Haven School	Diagnostic Review Team Members
7:00 p.m.- 8:00 p.m.	Team Work Session #1B	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 7, 2023

Time	Event	Where	Who
7:00 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, February 8, 2023

Time	Event	Where	Who
8:00 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:00 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, February 9, 2023

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

