



Cognia Diagnostic Review Report

Results for:
Powell County

Feb. 17-20, 2026

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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	11
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	4
Noncertified Staff	3
Students	19
Board Members	5
Total	47

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 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:

Across interviews, a common theme emerged: the district has substantial resources to ensure students receive a world-class education. This was evident as 86% of educators agreed/absolutely agreed that “in the past 30 days, I used a variety of resources to meet learners’ needs and interests (19).” During interviews, district staff members, parents and students revealed that the district and Powell County Middle School have welcoming environments. Family and educator survey results confirmed that 81% of families agreed/absolutely agreed that “the adults make us feel welcomed (1)”, and 92% of educators agreed/absolutely agreed that they “make learners, families and each other feel welcomed (1).” Further evidence of this positive trend appears in the “Quality of School Climate and Safety” survey, which showed 92% of students agreed/strongly agreed “all my teachers make me feel welcome in my class (3).” Collectively, these findings highlight resources, positive school conditions, and staff perceptions that all student needs are being addressed. At the same time, student performance data show that these conditions have not yet been translated into improved learning outcomes.

The Diagnostic Review Team also noted the district established several strategies to promote employee retention, professional development, organizational excellence and student achievement. The district has invested fiscal resources to recruit, retain and develop its employees. For example, the district has created a “New Teacher Academy” program to develop and retain new educators. Furthermore, the district allocated a 5% salary increase for all certified and classified staff. According to interviews and the superintendent’s presentation, the district has begun implementing professional learning community (PLC) structures and outlining opportunities for administrators and professional staff to collaborate and hold themselves accountable, including weekly focus areas to engage in a variety of learning experiences to improve their professional knowledge and skills. However, the current structure still needs revision and refinement.

Interviews with district leadership indicated a commitment to providing students with educational experiences that engage learners, align with Kentucky Academic Standards (KAS) and provide Tier 1 instruction in well-structured environments. The district embeds student “Individual Learner Profile” (ILP) competencies through authentic tasks that deepen student engagement and ultimately gauge student mastery, application and readiness. A review of artifacts revealed the district has established a “Multi-Tiered System of Supports (MTSS) Plan” with a strong focus on Tier 1 instruction. Furthermore, the district presentation highlighted the implementation of the “Deeper Learning Teacher Cadre” cohort, which provides opportunities for teachers to learn more about creating vibrant learning experiences and using the language from the “Individual Learner Profile.” Together, these findings showcase a commitment to student engagement and learning.

Stakeholder interview and survey data, along with a review of artifacts, illuminated both strengths and opportunities for improvement. For instance, the district has allocated additional human capital resources (e.g., special education support, district-level chief academic officer) to help teachers improve their instructional practices. Survey results showed that 86% of educators agreed/absolutely agreed that they “participated in learning experiences that increased my knowledge and skills (22).” Additionally, 89% of educators agreed/absolutely agreed that they “followed a process where I tried and assessed different strategies to improve my practice (23).” In the district “2025-2026 Professional Learning Survey,” 100% of educators agreed/strongly agreed that “there is clearly a connection between the content of this professional learning experience and

improved student learning (E)” and “what I learned can be immediately applied in my classroom (G).” However, the team found insufficient evidence that a systematic process was in place for communication among district-based support services personnel (e.g., chief academic officer, educators, school administrators) to ensure that core content teachers at Powell County Middle School receive coordinated, targeted support focused on instructional strategies to help all learners. Also, educator survey data revealed that 80% of educators agreed/absolutely agreed that they “work closely with each other and our stakeholders to support learners (6).” Furthermore, interview data suggested that the district’s non-negotiables are inconsistently communicated, posing implementation and fidelity issues across schools. Although grade-level teams had dedicated time to collaborate, the absence of a consistent, systematic process to monitor the effectiveness of PLC implementation limits the collective capacity of professional staff to engage in continuous improvement. Stakeholder interviews revealed that new special education teachers meet independently of the “New Teacher Academy.” The team identified a need to further strengthen instructional coherence and help ensure that students consistently experience engaging learning environments that allow them to thrive, as survey data showed that 67% of educators agreed/absolutely agreed that they “provide an instructional environment where all learners thrive (9).” Although it was evident/very evident in 89% of classrooms that “learners demonstrate knowledge of and/or followed classroom rules and behavioral expectations and work well with others (F2)” and in 84% of classrooms that “learners are treated in a fair, clear and consistent manner (A3)”, the lack of consistent classroom structures and norms hinder the overall learning environment and affect student engagement and proficiency as revealed in the 2022-2025 Measures of Academic Progress (MAP) and Kentucky Summative Assessment (KSA) data. Additionally, as highlighted in district artifacts, Powell County has mission and vision statements; however, stakeholders have indicated a need to update these, along with the beliefs and values, to establish clear expectations throughout the district.

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 to 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 19 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.	63%	26%	11%	0%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	32%	58%	11%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	16%	63%	21%
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.	42%	53%	5%	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	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	21%	42%	37%	0%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	0%	53%	42%	5%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	26%	47%	26%	0%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	16%	42%	37%	5%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	5%	47%	47%	0%

Overall rating on a 4-point scale: 2.3

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%	26%	63%	11%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	0%	42%	53%	5%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	37%	47%	11%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	26%	58%	16%

Overall rating on a 4-point scale: 2.8

D. Active Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	21%	42%	26%	11%
D2	2.4	Learners make connections from content to real-life experiences.	21%	21%	53%	5%
D3	2.5	Learners are actively engaged in the learning activities.	11%	42%	32%	16%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	42%	16%	32%	11%

Overall rating on a 4-point scale: 2.3

E. Progress Monitoring and Feedback Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	32%	47%	21%	0%
E2	2.5	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	11%	32%	53%	5%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	16%	37%	47%	0%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	32%	42%	26%	0%

Overall rating on a 4-point scale: 2.2

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%	21%	53%	26%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	11%	68%	21%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	11%	16%	74%	0%
F4	2.6	Learners use class time purposefully with minimal wasted time or disruptions.	0%	42%	53%	5%

Overall rating on a 4-point scale: 2.9

G. Digital Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.9	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	47%	26%	16%	11%
G2	1.5	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	74%	11%	5%	11%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	79%	16%	0%	5%

Overall rating on a 4-point scale: 1.6

eleot Narrative

The Diagnostic Review Team at Powell County Middle School conducted 19 formal classroom observations in all core content classrooms, as well as informal observations in other classrooms and common areas throughout the school. Data derived from these observations provided the district Diagnostic Review Team with clear insights regarding instructional practices and student learning at Powell County Middle School. Both interview and observational data indicated that a mostly positive and well-managed learning environment exists at the school. It was evident/very evident in 79% of classrooms that “learners speak and interact respectfully with teacher(s) and each other (F1).” Family survey results were congruent with observational data, as 72% of families selected the word “welcoming” and 70% selected the word “respectful” when responding to the question, “Which four phrases best describe, in general, your child’s school (22)?” Based on conversations with various stakeholders and informal observations, the school administration, teachers and support staff consistently display compassion and care for students. Teachers treated students with respect, as indicated by observational data, finding it to be evident/very evident in 84% of classrooms that “learners are treated in a fair, clear and consistent manner (A3).”

Additionally, it was evident/very evident in 89% of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (F2).”

Interview data indicated that the district has made significant investments in human capital, resulting in most classrooms being staffed with certified, knowledgeable personnel who can effectively manage the learning environment, thereby reducing the need for substitute salaries. Additionally, based on conversations with multiple stakeholders, the team found that most learners were supported and the overall environment was generally warm, caring and welcoming. It was evident/very evident in 74% of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (C4)” and “learners demonstrate a sense of community that is positive, cohesive and meaningful (C1).” While classroom observational data revealed most classrooms were well-resourced and relationally supported learning environments, stakeholder interviews and student achievement data from the 2022-2025 Measures of Academic Progress (MAP) and the KSA highlight a need for more effective curriculum alignment with the KAS, as well as focus on classroom expectations, lesson structure and pacing to increase student achievement.

Observational data showed that most learners were treated fairly and consistently. However, learners who “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 (A4)” were evident/very evident in 5% of classrooms.

There was little differentiated instruction observed, as it was evident/very evident in 11% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Furthermore, classroom observational data indicated that learners' use of digital tools to support research, differentiate instruction, problem solving and the creation of original work was rarely observed. It was evident/very evident in 16% of classrooms that “learners use digital tools/technology to conduct research, solve problems and /or create original works for learning (G2)”, and in 5% of classrooms that “learners use digital tools/technology to communicate and work collaboratively for learning (G3).” It was also evident/very evident in 5% of classrooms that “learners use digital tools/technology to communicate and work collaboratively for learning (G3).”

Students were often unable to describe high-quality work. Observational data also showed that students rarely use strategies to monitor their own learning progress. In 26% of classrooms, it was evident/very evident that “learners demonstrate and/or are able to describe high quality work (B3).” Additionally, it was evident/very evident in 26% of classrooms that “learners understand or are able to explain how their work is assessed (E4).” Opportunities for “learners to monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 21% of classrooms. Overall, observational data revealed limited evidence of consistent structures, instructional practices and norms that support learner engagement in equitable learning opportunities, self-assessment, progress monitoring and effective use of digital tools.



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

Create clear expectations by developing a vision, mission, and belief framework through an inclusive stakeholder process. District leadership should operate with cohesion and collaboration to provide unified direction, consistent messaging and coordinated support that reinforces the school's instructional priorities and accelerates overall improvement.

Standard 3: Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

Findings:

A review of documents and artifacts revealed a district mission and vision. However, interviews suggested that refining these statements to provide more direction for instructional leadership is an area for improvement as there is limited evidence of a plan to address this work. Stakeholder interviews indicated a need for the district to refine the organizational structure and communication and engagement processes to ensure effective stakeholder communication. The team suggests that the district aligns this work with its comprehensive district improvement plan (CDIP) to promote ownership and accountability among all stakeholders. A review of artifacts revealed evidence of early work with principals to develop an instructional vision, but there is no clearly defined district instructional vision or expectations.

Stakeholder interviews and evidence identified opportunities to align initiatives such as district organizational and instructional leadership, charts, monthly principal meetings and weekly Monday morning connect meetings. Additionally, a new teacher academy is in place and actively meets, but attendance is not mandatory. Surveys indicate that 80% of educators agreed/absolutely agreed, "At my institution, we work closely with each other and our stakeholders to support learners (6)." However, the extent to which these organizational structures fostered distributive leadership or a collaborative culture that led to instructional change was limited.

While some stakeholder feedback indicated that discussions about priorities for the week were occasionally referenced, mechanisms resulting in instructional change and the evaluation of programs were limited. Surveys indicated that 84% of educators agreed/absolutely agreed, "At my institution, we base our improvement efforts on learners' needs (5)." Further stakeholder feedback highlighted missed opportunities for developing a consistent and cohesive approach to delivering support across all schools, particularly at Powell County Middle School. Disaggregated data from the KSA in 2024-2025 revealed that the percentage of students who scored Proficient/Distinguished was below the state average in all content areas and at all assessed grade levels with reportable numbers.

Evidence suggests that school-level administrators report monthly on the CDIP and progress towards goals. The school-wide data revealed slight increases in the percentage of students who scored Proficient/Distinguished in 2024-2025 in most tested areas. For example, the percentage of students scoring Proficient/Distinguished in reading and math increased from 2022-2023 to 2024-2025, while 8th-grade social studies and on-demand writing scores decreased from 2023-2024 to 2024-2025. Observational data suggest a lack of rigorous coursework, as it was evident/very evident in 42% 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)."



Moreover, it was evident/very evident in 48% of classrooms that “learners are actively engaged in the learning activities (D3).”

Educators reported using a variety of resources to meet learners' needs. For example, survey data revealed that 86% of educators agreed/absolutely agreed that they “used a variety of resources to meet learners' needs and interests (19)”, and 86% of educators agreed/absolutely agreed that they “use learner information to make decisions about distributing resources (7).” Furthermore, survey data revealed that 78% of students agreed/absolutely agreed that adults “make sure we have the resources we need to learn (8)”, and 62% of students agreed/absolutely agreed that “I had lessons that made me think in new ways (15).” Classroom observational data and stakeholder interview data, however, differed from survey data. For instance, observational data illustrated that it was evident/very evident in 11% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Additionally, stakeholder interviews revealed a lack of strategies, processes and norms to meet the learning needs of all students.

The district created a “Learner Profile” that has been clearly communicated to all stakeholders. However, the team found inconsistencies in how district expectations and non-negotiables are conveyed, indicating a need to strengthen communication and engagement processes.

Potential Leader Actions:

- Revisit and create an updated mission and vision statement that clearly articulates the instructional expectations and implement a monitoring system to ensure the work is carried out.
- Refine and regularly evaluate the district’s organizational structure to reduce isolated roles, promote distributive leadership and collaboration, strengthen coherence and clarify direct reporting lines.
- Strategically narrow the school’s focus areas and prioritize improvement needs to ensure they are aligned and coherent with the CDIP. Establish a clearly defined implementation timeframe that is consistently monitored to ensure stakeholder accountability.
- Develop a communication plan that strengthens engagement processes and ensures cohesive messaging that clearly conveys district expectations, aligns with the district improvement plan, and communicates priorities and progress while monitoring implementation.

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.

District Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the functioning and capacity of the district to determine its ability to manage an intervention in each school identified for comprehensive support and improvement (CSI). As outlined in 703 KAR 5:280, Section 4, the determination of the district's level of functioning and ability is based on an assessment of capacity in the following areas:

- The district demonstrates maintenance and communication of a visionary purpose and direction committed to high expectations for learning as well as shared values and beliefs about teaching and learning;
- The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness;
- The district establishes a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement;
- The district ensures that systems are in place for accurate collection and use of data;
- The district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and
- The district ensures that a comprehensive assessment system, which generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement, is implemented.

Following its review of extensive evidence and in consideration of the factors outlined above, the Diagnostic Review Team submitted the following assessment regarding the district's capacity to the Commissioner of Education:

- It is the consensus of the diagnostic review team that the district has the capacity to manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district requires intensive support in order to successfully manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district does not have the capacity to successfully manage the intervention in each school identified for CSI.

It is the consensus of the Diagnostic Review Team that Powell County has the capacity to lead the turnaround of Powell County Middle School. The district leadership demonstrates an understanding of the need to communicate and support a visionary purpose and direction for teaching and learning. Leadership collaboratively developed a "Learner Profile" at the request of teachers seeking a "North Star" for learner success. The "Learner Profile" and accompanying toolkit identify the attributes of collaborators, communicators, contributors, and critical thinkers. While the "Learner Profile" identifies student attributes and expectations for success and is evident in many areas of district work, the district has identified a lack of clarity, cohesion and direction for teaching and learning. A district vision and mission exist but have not been revisited in several years. The district should create clarity of expectations through a vision, mission, and belief process inclusive of all stakeholders. This work should promote coherence and align with the CDIP, which should serve as the driving force for all improvements.



Although evidence indicates that the district functions under a governance and leadership style that promotes student performance and system effectiveness, the degree to which district practices directly impact teachers and students at the classroom level remains unclear. Interviews revealed that leaders verbally communicated expectations for teachers to deliver district-adopted resources to students, and documents such as instructional visions and core systems were in place; however, there was little evidence of formal processes or protocols to monitor implementation. Additionally, the district has created a walkthrough structure to monitor instruction, but there is a lack of evidence that the structure provides information regarding the effectiveness and implementation of resources. The district should define clear expectations and develop documented protocols that are routinely monitored for implementation and effectiveness to ensure stakeholder accountability. Leaders should ensure consistent calibration in communicating, modeling and monitoring actions toward the accomplishment of the work.

Interviews revealed that school principals join board meetings monthly to share academic data and other school updates. A review of evidence confirmed that the district has a process for gathering both academic and nonacademic information, including stakeholder perception data and analysis of KSA and MAP results, suggesting that the district has procedures to ensure accurate data collection. The district ensures that processes are in place to allocate human and fiscal resources to support improvement and ensure success for all students. For instance, the district has allocated an additional staff member above the allocation formula to the middle school. Based on a review of evidence and the superintendent's presentation, the district has implemented significant salary improvements to be competitive with surrounding districts. Additionally, the district budget reflects the purchase of instructional programs and professional learning. Interview data and a review of artifacts revealed the district is in the process of developing a comprehensive assessment system that generates data about student learning and system effectiveness. The local accountability model will be centered around the "Learner Profile" and will highlight vibrant learning and expectations from the community.



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
Shawn Johnson	Shawn Johnson currently serves as the superintendent of Clarendon County School District. He formerly served as superintendent of Barnwell School District 19 in Blackville, South Carolina. Before becoming a superintendent, Shawn served as principal, school board member, assistant principal and classroom teacher in various school districts in South Carolina. Shawn recently served as a South Carolina Department of Education Third Judicial Circuit board member.
Kevin Gay	Kevin Gay currently serves as an Education Recovery Leader (ERL) for the Kentucky Department of Education (KDE) providing direct support to underperforming schools across the state. Kevin is a certified trainer for Jim Shipley Systems and the National Institute for School and System Leadership (NISL). He has been an educator for over 27 years, serving as a middle school teacher, elementary principal and high school principal. Kevin has served on Diagnostic Review teams for the past 12 years as a team member, lead and associate lead evaluator.
Holly Linville	Holly Linville has 25 years of experience in education, serving in both instructional and administrative roles. She currently serves as an ERL with KDE. She spent three years as an assistant superintendent in a Kentucky public school district and previously held multiple district-level leadership positions, including director of curriculum and instruction, director of pupil personnel and district assessment coordinator. Earlier in her career, Holly taught intermediate mathematics for 13 years.
Charles Clark	Charles Clark currently serves as the principal of Fairview High School in Ashland, Kentucky. Prior to becoming principal, he served as an assistant principal, classroom teacher, golf coach and basketball coach.

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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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.	1
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, 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, 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, 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, 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.	1
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	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
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
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	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.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy and effectiveness for each and every learner.	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 and effectiveness for each and every learner.	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 and effectiveness for each and every learner.	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 and effectiveness for each and every learner.	1

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
15. Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.	Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.	Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.	Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.	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 the support and 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 consider varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	1
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	2

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

Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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' 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. 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
31. Learners demonstrate growth in their academic performance based on valid and reliable assessments.	The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.	The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.	The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.	The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.	1

Student Performance Data

An asterisk in a performance data chart indicates that the corresponding student performance level data have been suppressed for public reporting.

Kentucky Summative Assessment (KSA) Performance Results

Content Area & Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)	%P/D School (2024-2025)	%P/D State (2024-2025)
6th-Grade Reading	33	48	26	49	36	52
7th-Grade Reading	22	45	24	47	26	48
8th-Grade Reading	31	44	16	41	20	42
6th-Grade Math	19	38	20	42	21	41
7th-Grade Math	16	37	18	39	27	43
8th-Grade Math	17	36	14	37	16	40
7th-Grade Science	5	23	6	22	16	29
8th-Grade Social Studies	19	35	20	35	19	39
8th-Grade Editing and Mechanics	34	49	35	47	37	49
8th-Grade On Demand Writing	24	45	32	49	20	49

Middle School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)	School (2024-2025)	State (2024-2025)
Percent Score of 0	*	68	*	66	*	60
Percent Score of 60-80	*	24	*	23	*	26
Percent Score of 100	*	7	*	8	*	10
Percent Score of 140	*	2	*	3	*	3

Schedule

Tuesday, Feb. 17, 2026

Time	Event	Where	Who
2 pm	Superintendent Presentation	District Office	Diagnostic Review Team Members
4 p.m. – 6:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, Feb. 18, 2026

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8 a.m. – 4 p.m.	Interviews/Stakeholder Interviews/Artifact Review	District Office	Diagnostic Review Team Members
4 p.m. – 5 p.m.	Team returns to hotel		
5 p.m. – 8 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Thursday, Feb. 19, 2026

Time	Event	Where	Who
8 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8 a.m. – 9 a.m.	Informal Interviews/Informal Classroom Observations	School	Diagnostic Review Team Members
9:20 a.m. – 4 p.m.	Team returns to District Office Interviews/Stakeholder Interviews/Artifact Review	District Office	Diagnostic Review Team Members
4:30 p.m. – 7:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Friday, Feb. 20, 2026

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