



# Cognia Diagnostic Review Report

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**Results for:**  
**Bryan Station Middle School**

January 8 -11, 2024

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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.

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	1
<b>Building-Level Administrators</b>	7
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	6
<b>Certified Staff</b>	18
<b>Noncertified Staff</b>	5
<b>Students</b>	29
<b>Parents</b>	7
<b>Total</b>	73

## Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution

demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are 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 align with research-based criteria for improving student learning and organizational effectiveness.

### **Strengths and Continuous Improvement:**

Over the past year, the administrative team, teachers, and support staff at Bryan Station Middle School have created a learning environment that is welcoming, safe, and grounded in positive relationships among staff and students. The Diagnostic Review Team observed staff and students engaged in respectful and courteous discourse and interactions. During interviews, many staff members shared that a positive change in student behavior and organization had occurred this school year.

Stakeholders generally reported that student behavior had improved from last year, and the number of referrals had decreased. Students shared during interviews that the school was more orderly and organized this year. They also said that the Reset Room (i.e., an alternative to suspension) was not as crowded as last year. When asked why this positive change occurred, many students said that the positive behavioral interventions and supports (PBIS) program focused on rewarding positive behavior and correcting misbehavior.

The team observed that students usually followed school policies and interacted positively with adults between classes, at lunch, and during dismissal. The classroom observational data showed that instances where students "speak and interact respectfully with teacher(s) and each other (F1)" were evident/very evident in 83 percent of classrooms. In 96 percent of classrooms, it was evident/very evident that students "are treated in a fair, clear and consistent manner (A3)."

The school staff worked hard this school year to provide students with a safer learning environment and opportunities to meet their non-academic needs. The leadership team established a process for students to communicate issues, concerns, and needs through a Quick Response (QR) code. The school implemented the PBIS program and provided points for appropriate behavior. The school staff used the employability system (eOS), a web-based framework, to digitally track points assigned for behavior. During class changes, the Diagnostic Review Team observed many teachers at their doors and in the hallways. During each lunch period, an assistant principal and counselor supervised students. Additionally, the leadership team and the Family Resource and Youth Services Center (FRYSC) staff members provided many opportunities for students, such as the Town Hall meetings, Sister's Keeper, Student Council, Student of the Week, and Student of the Month.

The Diagnostic Review Team members also observed a clean building that was conducive to learning. Classrooms, restrooms, and cafeteria areas were kept clean throughout the day. During the onsite visit, the custodians often cleaned, dusted, and mopped. The grounds were well-kept, which made the outside of the building appealing.

Bryan Station Middle School was notified in November 2023 that it was a Comprehensive Support and Improvement (CSI) school because it had not exited its Additional Targeted Support and Improvement (ATSI) status due to the English learner (EL) subgroup performance on the 2022-23 Kentucky Summative Assessment (KSA). To address this new designation, the principal, at the direction of and with the assistance of the district's Chief of Middle Schools, created the Bryan Station Middle School 2023-2024 Acceleration Plan in addition to the required annual Comprehensive School Improvement Plan (CSIP). The Acceleration Plan includes three phases spanning eight months. Each phase identifies commitments to be met, instructional priorities, action strategies, and follow-up activities to accelerate performance.



Every teacher used the school's Plan-Do-Study-Act (PDSA) lesson plan template that requires targeted learning intentions and success criteria. The Diagnostic Review Team observed learning intentions and success criteria posted in most classrooms.

According to interviews and a review of the English learner (EL) professional learning community (PLC) meeting minutes, the school implemented PLC meetings. Departments organized PLCs, and meetings were held twice weekly with one devoted to content planning and the other to data analysis. Stakeholder interview data and a review of documents and artifacts (e.g., seventh-grade What I Need (WIN) time schedule, EL PLC meeting minutes, PLC data analysis for common unit assessments, walkthrough tool with feedback) revealed that while the district provided the school with information on PLC implementation and a suggested PLC protocol, a lack of consistency existed across groups when implementing PLCs at Bryan Station Middle School, especially involving the analysis and use of student performance data to inform instructional decisions. Interview data revealed a lack of clarity about PLC implementation expectations and inconsistency in monitoring. Additionally, interview data showed a lack of consistency in using data during the PLC process to make decisions about students and adjust instruction.

While dedicated time has been built into the daily schedule to address the schoolwide multi-tiered system of supports (MTSS), the school lacked a focused and consistently implemented data analysis and communication protocol. Stakeholder interview data revealed that many teachers reported that the dedicated intervention time (i.e., WIN) was ineffective in ensuring student progress. The Diagnostic Review Team observed several students not identified as needing additional support exhibiting off-task behaviors (e.g., playing Minecraft, talking, sleeping) during this period. Classroom observations revealed that lesson delivery and content often did not align with the activities in the school's CSIP or the Acceleration Plan. Interview data indicated that school leadership was aware of this issue and had begun to address it.

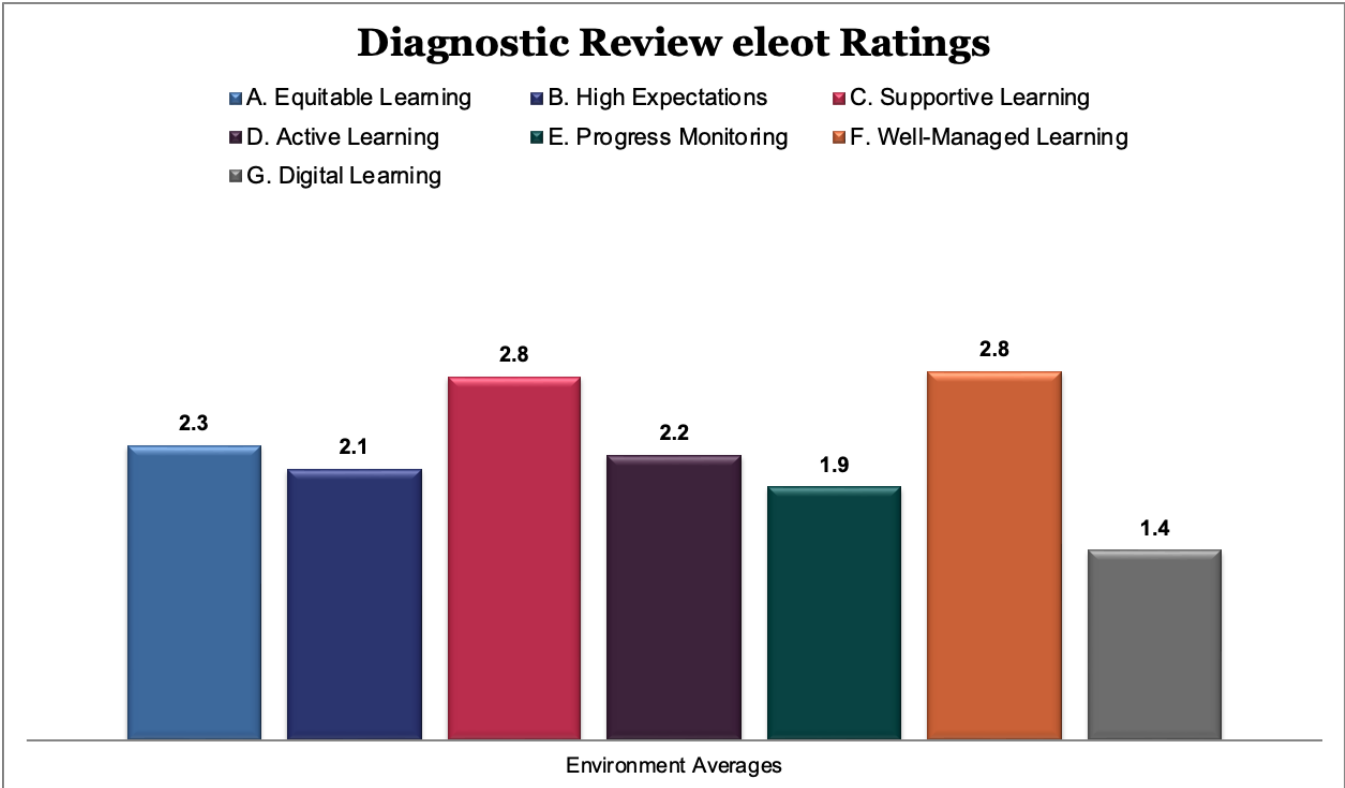
While the school had begun to adopt a coherent systems perspective to continuous improvement, the Diagnostic Review Team identified this area as needing improvement. Some processes, procedures, and protocols have been developed and implemented to varying degrees (e.g., PLCs, PBIS, PDSA lesson plan format). Still, the team was concerned about the absence of formal plans to monitor the implementation in these areas, ensure adjustments occur, and formally articulate the next steps. Stakeholder interview data revealed that many staff members were unaware of and did not understand why some school initiatives were implemented. The lack of consistent and clear communication of the essential components of the continuous improvement process and their linkage to school improvement emerged as a concern to many stakeholders.



# 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 24 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	75%	13%	13%	0%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	4%	17%	54%	25%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	0%	4%	63%	33%
A4	1.3	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.	71%	25%	4%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

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.	21%	50%	25%	4%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	13%	33%	42%	13%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	63%	29%	8%	0%
B4	2.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	17%	50%	13%	21%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	33%	50%	17%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	4%	46%	33%	17%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	21%	21%	42%	17%
C3	2.9	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	25%	38%	29%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	25%	46%	29%
<b>Overall rating on a 4-point scale:</b>			<b>2.8</b>			

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.	17%	38%	46%	0%
D2	2.1	Learners make connections from content to real-life experiences.	29%	38%	25%	8%
D3	2.4	Learners are actively engaged in the learning activities.	4%	58%	29%	8%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	54%	13%	25%	8%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			



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.	42%	38%	21%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	33%	46%	4%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	17%	38%	46%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	79%	17%	4%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.9</b>			

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%	17%	54%	29%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	33%	38%	29%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	25%	29%	29%	17%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	0%	46%	29%	25%
<b>Overall rating on a 4-point scale:</b>			<b>2.8</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	63%	13%	21%	4%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	83%	4%	13%	0%
G3	1.4	Learners use digital tools/technology to communicate and work collaboratively for learning.	79%	8%	8%	4%
<b>Overall rating on a 4-point scale:</b>		<b>1.4</b>				

## eleot Narrative

The Diagnostic Review Team conducted 24 eleot observations of core content classes in traditional classrooms and the Dual Language Immersion (DLI) programs. The team also conducted several informal observations in other non-core content and elective classes. In most instances, the team observed students being treated in a fair, consistent, and clear manner by adults. The team also observed most students being accepting and respectful of each other and adults in the building. For example, in 96 percent of classrooms, observers noted it was evident/very evident that students “are treated in a fair, clear, and consistent manner (A3).” Additionally, instances where students “have access to classroom discussion, activities, resources, technology, and support (A2)” were evident/very evident in 79 percent of classrooms. Classroom observational data also showed students treating teachers respectfully, generally obeying classroom rules, and following directions. For example, instances of students speaking and interacting “respectfully with teacher(s) and each other (F1)” were evident/very evident in 83 percent of classrooms. In 67 percent of classrooms, students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Classroom observational data also revealed most students felt supported by their teachers and each other, were self-directed in their own learning, and demonstrated an understanding of what high-quality work meant. For example, instances where students “are supported by the teacher, their peers and/or other resources to understand the content and accomplish tasks (C3)” were evident/very evident in 67 percent of classrooms. These data demonstrate mutual respect between adults and students and show that students generally are treated fairly and consistently. The team suggests the institution leverage these positive data points to continue improving the school’s academic culture.

The Diagnostic Review Team observed that instruction was primarily teacher-driven with few instances of differentiation. The observational data supported this finding, as it was evident/very evident in 13 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Classroom observational data also revealed that students had trouble articulating how their assignments were evaluated, as it was evident/very evident in four percent of classrooms that students “understand and/or are able to explain how their work is assessed (E4).” Furthermore, instances where students “monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 21 percent of classrooms. The team concluded that students would benefit from clearly defined criteria for learning tasks.

Finally, while the school had a one-to-one device initiative, the team observed few uses of technology by students. The overall average rating for the Digital Learning Environment was 1.4 on a four-point scale. Classroom observational data revealed that it was evident/very evident in 12 percent of classrooms that students “use digital tools/technology to communicate and work collaboratively for learning (G3).” Additionally, instances where students “use digital tools/technology to conduct research, solve problems and/or create original works for learning (G2)” were evident/very evident in 13 percent of classrooms. Classroom observational data showed few students using technology effectively and consistently.

In conclusion, classroom observational data revealed that students rarely had differentiated learning opportunities or rigorous coursework. Students had few differentiated learning tasks and were seldom assigned highly engaging activities that require active learning. Also, students were not consistently held to high academic expectations. Classroom observational data also showed a lack of student understanding of how work is assessed. Additionally, observational data revealed that students rarely have opportunities to collaborate on projects. By examining classroom observational data for all items within the seven learning environments, Bryan Station Middle School leaders and staff can identify additional leverage points to help the school improve instructional capacity and increase student performance.

# 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 and implement documented, evidence-based, well-communicated systemic processes (e.g., internal and external communication process, PLC expectations) and procedures (e.g., communication plan with explicit procedures, steps for implementing PLC expectations, PLC monitoring schedule) to ensure continuous improvement. When developing these processes and procedures, seek stakeholder input to create buy-in. Develop a monitoring process to ensure universal fidelity of implementation.

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

### Findings:

While a review of several documents provided by the school for evidence (e.g., Acceleration Plan, Support Implementation Model, CSIP, 2023-2024 faculty handbook) revealed some processes and procedures were in place at Bryan Station Middle School, stakeholder interview data and stakeholder survey data showed the absence of documented, evidence-based, and well-communicated systemic procedures developed with stakeholder input. According to stakeholders, few avenues existed for them to provide input about decisions. During interviews, several teachers shared with the Diagnostic Review Team that decisions were often made with limited input from stakeholder groups.

Also, many staff members reported being uninformed due to a lack of communication systems and structures. Most staff members interviewed shared that they felt initiatives and programs came and went without explanation. Many staff members said that communication was one-way. Stakeholder interview data further revealed that the lack of communicating PLC expectations created a barrier to effective implementation. There was a lack of documented, well-communicated PLC implementation procedures. The team suggests the school establish and communicate expectations for implementing PLCs.

Parents who participated in the group interview indicated that communication between the school and home was inadequate. Many stated that most of the communication was parent-initiated except for weekly newsletters from the grade-level teams.

Additionally, many parents reported a lack of community between the traditional and the DLI programs at Bryan Station Middle School. Stakeholder survey data showed that 62 percent of educators agreed/absolutely agreed that "At my institution, we work closely with each other and our stakeholders to support learners (6)." Additionally, 57 percent of educators surveyed agreed/absolutely agreed with the statement, "At my institution, we follow a process to determine the support that learners need (10)."

The team recommends that the school develop a comprehensive communication plan to ensure that internal and external communication is effective and timely. Also, the school would benefit from engaging stakeholders in developing processes and procedures (e.g., communication plan, PLC expectations and implementation).

Finally, The Diagnostic Review Team suggests that the school ensure processes and procedures are evidence-based, documented, and clearly communicated to stakeholder groups. The school is encouraged to seek and consider stakeholder input when developing these processes and procedures. The team recommends the school establish a formal monitoring process to ensure data are analyzed to determine both efficacy and return on investment.



## Improvement Priority 2

Consistently implement and monitor the established professional learning community (PLC) meeting protocol to ensure staff consistently analyze data and use findings to guide and inform instructional conversations about the curriculum, adjustments to instruction, and determination of next steps.

**Standard 24:** Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

### Findings:

Stakeholder interview data and a review of documents and artifacts (e.g., seventh-grade WIN schedule, EL PLC meeting minutes, PLC data analysis for common unit assessment, walkthrough tool with feedback) revealed that while the district provided the school with information on PLC implementation and a suggested PLC protocol, the school lacked consistency across groups when implementing PLCs, especially regarding the analysis of student performance data and use of findings to inform instruction. Interview data revealed a lack of clarity about communicating expectations for PLC implementation and inconsistency in monitoring implementation and outcomes. Interview data further revealed many teachers reported that PLCs had become a compliance process and did not focus on teacher professional growth. Additionally, interviews showed a lack of consistency in using data during the PLC process to make decisions and adjust instruction. This lack of consistency in utilizing data to inform instruction during PLCs was of particular concern to the Diagnostic Review Team since student performance data revealed that students in all grade levels performed below state averages in all areas on the 2022-23 KSA. Student performance data also indicated that EL students who took the 2022-23 ACCESS for EL test performed below the state average at all grade levels in reading and mathematics. These low scores concerned the Diagnostic Review Team since Bryan Station Middle School has been identified as a CSI school because of the performance of its EL subgroup.

The classroom observational data revealed students were rarely exposed to differentiated learning opportunities, high expectations, or rigorous course work, especially in classrooms in the traditional program as compared to those in the DLI program. Students had few differentiated learning tasks and were rarely assigned highly engaging activities that required active learning. Classroom observational data also showed a lack of student understanding of how work is assessed. Instances where students “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 13 percent of classrooms. It was evident/very evident in four percent of classrooms that students “understand and/or are able to explain how their work is assessed (E4).” Additionally, observational data showed that in 21 percent of classrooms, students “monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1).” The stakeholder survey results revealed a discrepancy in what educators reported about meeting the needs of students compared to what families and students said. For example, while 69 percent of educators agreed/absolutely agreed that “At my institution, we base our improvement efforts on learner’s needs (5),” 46 percent of families agreed/absolutely agreed that “In the past 30 days, my child had instruction that was changed to meet their needs (15).” Also, 41 percent of students agreed/absolutely agreed that “In the past 30 days, I had lessons that were changed to meet my needs (13).” Additionally, 64 percent of students chose “boring” when asked to pick four words to best describe their school (20), and 68 percent selected “listen to teachers talk” in response to the question, “Which four phrases best describe, in general, what learning looks like most of the time in your classes (21).”

The Diagnostic Review Team encourages the school to follow a formal, documented, and evidence-based PLC protocol. Also, the team suggests that the school routinely analyze data and use findings to make curricular decisions and adjustments to instruction.



## 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.



# Leadership Capacity in Diagnostic Review

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

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

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

- The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.
- It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround of Bryan Station Middle School.

The principal has demonstrated the ability to lead the school's turnaround process, as evidenced by the current improvement plans, stakeholder interviews, and artifacts. Beyond the CSIP, the principal has collaborated with district partners and school-level administrators to co-create an acceleration plan that focuses on turnaround efforts. Both plans address making the school more effective for students, teachers, and families. While the CSIP document was not referenced specifically during interviews, the goals, goal-setting process, and some action steps were communicated and shared via artifacts with the Diagnostic Review Team.

Stakeholder interviews indicate that MTSS and PBIS systems are in the early stages of implementation. While dedicated time has been built into the daily schedule to address schoolwide MTSS needs, the system still lacks focus and a consistent protocol for data analysis and communication. Through interviews, the team learned that often the dedicated intervention time, WIN, is not being fully utilized to ensure student progress. During eleot observations, lesson delivery and content often did not align with the school improvement plan or the school acceleration plan activities. The principal shared with the review team that she is aware of this and has begun initial steps to address it.

While still in the early stages of implementation, the school's PBIS protocol has resulted in a significant decrease in the number of student disciplinary actions leading to an increase in students being present in classrooms. The "RESET" room, restorative circle training, and eOS implementation have positively impacted student behavior and school culture.



While the principal has begun to adopt a coherent systems perspective to continuous school improvement, this remains a priority area for continued focus. Some frameworks and protocols for how the school does its work have been established and implemented at varying degrees (e.g., PLC protocol, PBIS system) for many stakeholders.

Finally, interviews and artifacts consistently demonstrate that the principal has successfully developed and promoted leadership capacity among school staff members who are aspiring leaders. The principal creates opportunities for staff members to serve in positions to address the needs of the school. This has led to some reorganization of the school leadership team, the assignment of team and department leads, recommendations for staff to be part of the district aspiring leader and principal groups, and participation in other leadership professional learning opportunities, signifying the importance placed on the building of leader efficacy.





# 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
<p><b>Milagros Fornell</b></p>	<p>Milagros (Millie) Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, associate superintendent/chief academic officer, and chief of staff. During Millie’s six years as chief academic officer, the district eliminated all F-rated high schools, student performance increased on state and national measures, participation in and performance on Advanced Placement exams increased, graduation rates improved, and the district earned the Broad Prize award.</p>
<p><b>Susan Greer</b></p>	<p>Susan Greer is an Educational Recovery Leader (ERL) at the Kentucky Department of Education (KDE). In this position, she directly supports turnaround schools across the state in their school improvement efforts to improve student growth and achievement. Additionally, Susan serves as the director of the continuous improvement coaches across the state, focusing on evidence-based strategies for school improvement and gap reduction. Susan is a certified Jim Shipley Leadership and Classroom Systems trainer and a certified National Institute for School Leadership (NISL) facilitator. She has been a Diagnostic Review Team Member and Associate Lead Evaluator for 15 years. Susan has been an educator for 34 years, serving as a middle school teacher, high school teacher, high school administrator, Highly Skilled Educator, Educational Recovery Director (ERD), and ERL.</p>
<p><b>Tonya Holt</b></p>	<p>Tonya Holt is an educator who has served students in rural, urban, and suburban communities for 30 years. She began as a special education teacher in Massac County, Illinois. In 1998, she transitioned to Kentucky, serving students in several districts. She has been an instructional coach, assistant principal (elementary and middle), and preschool associate principal. She also has been an ERL with the KDE, supporting CSI schools in Jefferson County, Kentucky. Presently, Tonya is the principal of Overdale Elementary School.</p>
<p><b>William Philbeck</b></p>	<p>William (Bill) Philbeck has worked in education in Kentucky for the past 30 years. He has been a classroom teacher, department chair, curriculum coordinator, and elementary school principal. Bill is currently an ERL with the KDE, working with low-performing schools. In this position, he works with school administrative teams and other Educational Recovery (ER) staff to ensure schools focus on student achievement, teacher quality, and the development of systems that lead to academic success. Bill has served as an adjunct professor and professional development facilitator. He also worked with several educational and community-based organizations.</p>
<p><b>Mandy Taylor</b></p>	<p>Mandy Taylor is an assistant principal, building assessment coordinator, and special education Admissions and Release Committee (ARC) chairperson. Before serving in these roles, Mandy spent 14 years in the elementary school classroom with an emphasis on mathematics instruction. In the seven years since entering administration, Mandy led her small-town school to become one of Kentucky’s high performing blue schools and a Prichard Committee Bright Spot in education.</p>

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

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

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

## Key Characteristic 3: Engagement of Learning

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

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



## Key Characteristic 4: Growth in Learning

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

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



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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	2
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	1

# Student Performance Data

Bryan Station Middle School

## 2022-23 Kentucky Summative Assessment Performance Results

Content Area	Grade	%P/D School (22-23)	%P/D State (22-23)
Reading	6	43	48
	7	33	45
	8	39	44
Math	6	25	38
	7	27	37
	8	27	36
Science	7	18	23
Social Studies	8	30	35
Editing and Mechanics	8	42	49
On Demand Writing	8	42	45

Plus

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

Delta

- Data indicates that 43 percent of sixth-grade students scored proficient/distinguished (P/D) in reading compared to the state average of 48 percent.
- Data indicates that 33 percent of seventh-grade students scored P/D in reading compared to the state average of 45 percent.
- Data indicates that 39 percent of eighth-grade students scored P/D in reading compared to the state average of 44 percent.
- Data indicates that 25 percent of sixth-grade students scored P/D in math compared to the state average of 38 percent.
- Data indicates that 27 percent of seventh-grade students scored P/D in math compared to the state average of 37 percent.
- Data indicates that 27 percent of eighth-grade students scored P/D in math compared to the state average of 36 percent.
- Data indicates that 18 percent of seventh-grade students scored at P/D levels in science compared to 23 percent statewide.
- Data indicates that 30 percent of eighth-grade students scored at P/D levels in social studies compared to 35 percent statewide.
- Data indicates that 42 percent of eighth-grade students scored at P/D levels in editing and mechanics compared to 49 percent statewide.
- Data indicates that 42 percent of eighth-grade students scored at P/D levels in on demand writing compared to 45 percent statewide.

## Middle School English Learner Progress

<b>Group</b>	<b>School (22-23)</b>	<b>State (22-23)</b>
<b>Percent Score of 0</b>	62	68
<b>Percent Score of 60-80</b>	24	24
<b>Percent Score of 100</b>	10	7
<b>Percent Score of 140</b>	5	2

### Plus

- Data indicates that 62 percent of EL students received zero points for progress on the ACCESS assessment in 2022-2023, while the state average was 68 percent.
- Data indicates that 10 percent of EL students received 100 points for progress on the ACCESS assessment in 2022-2023, which was above the state average.
- Data indicates five percent of EL students scored 140 on the ACCESS assessment in 2022-2023, while the state average was two percent.

### Delta

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

# Schedule

## Monday, January 8, 2024

Time	Event	Where	Who
4:30 p.m. – 5:30 p.m.	Principal's Presentation	School	Diagnostic Review Team Members
4:00 p.m. – 6:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, January 9, 2024

Time	Event	Where	Who
8:00 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:30 a.m.- 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. – 5:30 p.m.	Team returns to hotel		
5:45 p.m. – 8:45 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, January 10, 2024

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:30 a.m. – 4:15 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:15 p.m. – 5:15 p.m.	Team returns to hotel		
5:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, January 11, 2024

Time	Event	Where	Who
8:15 a.m. – 2:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members

