



Cognia Diagnostic Review Report

**Results for:
Conway Middle**

January 16-19, 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.

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	27
Noncertified Staff	4
Students	7
Parents	5
Total	53

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:

The Diagnostic Review Team observed a well-maintained, clean, and inviting facility. Student work and inspiring messages were displayed in hallways and classrooms. Conway Middle has seen a change in the student population over the last few years. The team noted growth in the English learner (EL) population and a reduced total student population. Interview and informal observational data revealed that staff members were supportive of each other and cared about the well-being of students. Many stakeholders shared that the school's continued efforts to create a welcoming community to increase student engagement and involvement were well received. In fact, the administration expressed that creating a positive, open, safe, engaging, and welcoming school environment was a priority.

Parents, teachers, support staff, and the administrative team demonstrated a sense of pride in their school and hope for their community. As evidenced by observations and interactions, many staff members were committed to and cared deeply about their student's educational and emotional needs and concerns. Grade-level and subject-specific teachers led the professional learning community (PLC) meetings that met regularly and used formative data to make instructional decisions. An instructional coach, a resource teacher, and an instructional administrator are available to teachers. Additionally, the Academy for New Teacher Supports (ANTS) has been instituted due to the significant staff turnover. The behavioral management program uses incentives to recognize appropriate student behavior and provides a framework for student behavior and classroom interactions. District administrators, staff members, parents, and students expressed confidence and support for the school leadership team. They were optimistic that the school was working to establish high expectations for all students.

When asked which words they would use to describe the school, 70 percent of families selected "welcoming," 64 percent selected "respectful," and 55 percent picked "warm (22)." Students shared that they had many choices and opportunities based on their different interests and levels of commitment. Many resources were available at the school, which allowed the leadership team to implement different programs and provide teachers with additional support to meet the unique needs of individual students. The Diagnostic Review Team observed evidence of pockets of exemplary teaching practices within some core content classrooms. The team also found that the school has updated and recommitted to its mission, vision, and beliefs.

The school was designated for comprehensive support and improvement (CSI) and has entered a More Rigorous Intervention (MRI) designation. The school has received additional assistance over the last few years to increase and enhance student achievement and performance. The Comprehensive School Improvement Plan (CSIP) contains data, goals, and action steps that support the school's continued efforts to exit CSI status. However, the Diagnostic Review Team found that implementation in some areas lacked the fidelity necessary to engage students and staff in an overall successful venture for sustainable continuous improvement. Additionally, the team found little evidence showing that the school engaged stakeholders in systematic continuous improvement processes.

The team reviewed the current instructional focus artifacts and found that they contained goals that reemphasized an instructional concentration on the Kentucky Academic Standards (KAS), the acceleration of reading and mathematics proficiency, improvement of the PLC process, re-establishment of the positive behavioral



interventions and supports (PBIS) system, and promotion of effective teaching that uses evidence-based instructional practices that enhance a common curriculum in mathematics and literacy. Interview data indicated that the school was in the early stages of addressing these instructional focuses. Through interviews, observations, and artifact reviews, the team found emerging positive change using Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) and PBIS for behavior management. Additionally, the team found an emerging positive change in adopting and practicing PLCs. The school uses an observation tool and walkthrough observation method to measure student engagement in classrooms. The team found extensive artifact evidence that suggested that all leadership team members collected and collated the data from these observations. The team also found through interview data that administrators observed classrooms periodically but not as regularly as needed to emphasize the instructional vision, necessary priorities, and instructional non-negotiables. Additionally, the team's review of evidence revealed a lack of follow-up after data analysis of collected walkthrough data. The team encourages the school to use these data and provide consistent follow-up to support the continuous improvement cycle, identify deficiencies, and plan for adapted professional learning.

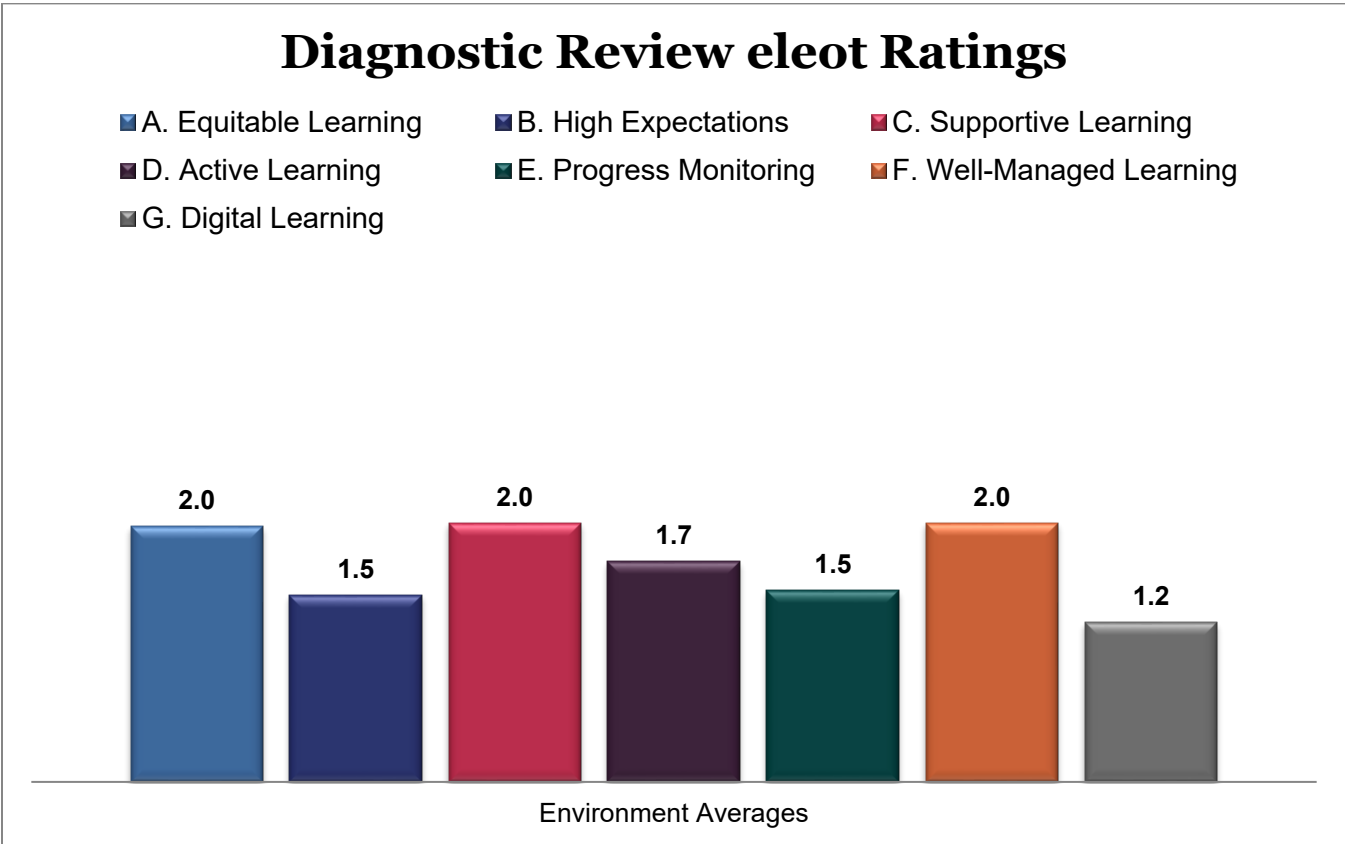
Classroom observational, interview, and stakeholder perception data confirmed that students had minimal opportunities to engage in rigorous coursework and discussions requiring higher-order thinking and differentiation. Student survey data showed that 61 percent of students chose the phrases "do the same work as everyone else (21)" and "listen to teachers talk (21)" when asked what learning usually looks like at their school. Most learners had difficulty monitoring their learning process and could not explain how their work was assessed. While evidence-based instructional strategies were observed in some classrooms, implementation was inconsistent across the school. The interview and survey data, a review of documents and artifacts, and classroom observational data indicated that school leaders and teachers lacked institutionalized, documented systems for planning, implementing, monitoring, and continuously evaluating programs and practices. Stakeholder interviews revealed that the school inconsistently implemented existing systems, and more work was needed to ensure their systemic application.

Thus, the improvement priorities identified by the team are related to processes and systems that ensure positive behavioral management, effective PLCs, rigorous instructional practices, consistent curriculum implementation, common; valid; and reliable data use for differentiation, and program evaluation.

Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 29 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	83%	14%	3%	0%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	4%	25%	68%	4%
A3	2.5	Learners are treated in a fair, clear, and consistent manner.	10%	38%	41%	10%
A4	1.5	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.	69%	14%	14%	3%
Overall rating on a 4-point scale:			2.0			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.7	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	41%	52%	7%	0%
B2	1.6	Learners engage in activities and learning that are challenging but attainable.	52%	34%	14%	0%
B3	1.1	Learners demonstrate and/or are able to describe high quality work.	90%	10%	0%	0%
B4	1.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	55%	45%	0%	0%
B5	1.4	Learners take responsibility for and are self-directed in their learning.	59%	38%	3%	0%
Overall rating on a 4-point scale:			1.5			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	1.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	34%	48%	17%	0%
C2	1.8	Learners take risks in learning (without fear of negative feedback).	41%	38%	21%	0%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	10%	59%	31%	0%
C4	2.2	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	45%	24%	10%
Overall rating on a 4-point scale:			2.0			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	38%	38%	24%	0%
D2	1.8	Learners make connections from content to real-life experiences.	41%	41%	17%	0%
D3	1.9	Learners are actively engaged in the learning activities.	24%	62%	14%	0%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	72%	21%	7%	0%
Overall rating on a 4-point scale:			1.7			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.2	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	86%	10%	3%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	24%	59%	17%	0%
E3	1.7	Learners demonstrate and/or verbalize understanding of the lesson/content.	41%	48%	10%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	86%	10%	3%	0%
Overall rating on a 4-point scale:			1.5			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.3	Learners speak and interact respectfully with teacher(s) and each other.	17%	38%	41%	3%
F2	2.2	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	24%	38%	34%	3%
F3	1.7	Learners transition smoothly and efficiently from one activity to another.	45%	41%	10%	3%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	41%	34%	21%	3%
Overall rating on a 4-point scale:			2.0			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	55%	38%	7%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	90%	7%	3%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	7%	0%	0%
Overall rating on a 4-point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 29 eleot observations in all core content classes and many informal observations in other classrooms and common areas throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and student learning. The overall average ratings on a four-point scale for the learning environments ranged from a low of 1.2 for the Digital Learning Environment to the highest rating of 2.0 for the Equitable, the Supportive, and the Well-Managed learning environments. The team observed some instances of a well-managed and supportive learning environment that enhanced student learning. The team also witnessed positive interactions among students, teachers, support staff, and administrators. However, the team noticed many interactions that were unproductive to an efficient and effective learning environment. It was evident/very evident in 37 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Additionally, the team observed various classroom and common area disruptions during team formal and informal observations.

The Equitable Learning Environment scored an overall rating of 2.0. It was evident/very evident in 72 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” Student survey results revealed that 38 percent of students agreed/absolutely agreed with the statement, “I had lessons changed to meet my needs (13).” It was evident/very evident in 51 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner (A3).” Additionally, observational data showed that most students worked to complete the same assignment, and it was evident/very evident in three percent of classrooms that “Learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1).”

The Supportive Learning Environment scored an overall rating of 2.0. Observational data provided a distinct perception of an emerging learning community among students and teachers in the classrooms. It was evident/very evident in 17 percent of classrooms that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1).” The team observed CHAMPS messages displayed in all classrooms and teacher-initiated conversations related to positive behaviors. In 31 percent of classrooms, it was evident/very evident that learners were “supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3).” Also, it was evident/very evident in 21 percent of classrooms that “Learners take risks in learning (without fear of negative feedback) (C2).”



The Well-Managed Learning Environment scored an overall rating of 2.0. Observational data, both formal and informal, indicated the presence of some structures that can enhance effective instruction and student achievement and growth. The team found that interactions between learners and staff can provide the basis for pedagogical transformations to improve overall achievement. However, the team observed that learners who “transition smoothly and efficiently from one activity to another (F3)” were evident/very evident in 13 percent of classrooms. Additionally, it was evident/very evident in 24 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions (F4).” In 44 percent of classrooms, it was evident/very evident that “Learners speak and interact respectfully with teacher(s) and each other (F1).” Again, consistent use of CHAMPS may provide the necessary framework for a more conducive learning environment. The team found that more efficient and effective practices will yield additional instructional time and provide for increased outcomes.

The High Expectations Learning Environment scored an overall rating of 1.5 and concerned the team. In zero percent of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work (B3)” and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Learning targets were visible in most classrooms; however, walkthrough notes indicated learning targets were seldom referenced during lessons. It was also evident/very evident in seven percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” The team found little evidence of rubrics guiding student work and higher-order questioning during lessons. In addition, it was evident/very evident in 14 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” It was evident/very evident in three percent of classrooms that “Learners take responsibility for and are self-directed in their learning (B5).” Rubrics can promote and articulate high expectations during the lesson, but the team observed few during teacher- or student-directed tasks.

The Progress Monitoring and Feedback Learning Environment scored an overall rating of 1.5 and concerned the team. The team seldom observed students monitoring their own learning. For example, instances of students who “monitor their own progress or have mechanisms whereby their learning is monitored (E1)” were evident/very evident in three percent of classrooms, and learners who “understand and/or are able to explain how their work is assessed (E4)” performed at the same percentage. It was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content (E3)” in 10 percent of classrooms. Additionally, an area for growth is providing opportunities for students to “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)”, as this was evident/very evident in 17 percent of classrooms.

The Active Learning Environment scored an overall rating of 1.7 and was an additional area of concern for the team. Learners who “make connections from content to real-life experiences (D2)” were evident/very evident in 17 percent of classrooms. The team observed students working in close proximity to each other and even engaged in small groups to complete assignments. However, there were limited occurrences of discourse among students about their work. Observational data supported this, as students collaborating “with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” were evident/very evident in seven percent of classrooms. It was evident/very evident in 14 percent of classrooms that learners were “actively engaged in the learning activities (D3).” Instances where students’ “discussions/dialogues/exchanges with each other and teacher predominate (D1)” were evident/very evident in 24 percent of classrooms.

The Digital Learning Environment received the lowest overall rating of 1.2. Classrooms contained many digital teacher tools, and students had access to technology on a one-to-one basis. Observational data revealed it was evident/very evident in seven percent of classrooms that students “use digital tools/technology to gather, evaluate, and/or use information for learning (G1).” It was evident/very evident in zero percent of classrooms that students use digital tools/technology to “communicate and work collaboratively for learning (G3).” Additionally, learners who used digital tools/technology to “conduct research, solve problems, and/or create original works for learning (G2)” were evident/very evident in three percent of classrooms. Additional opportunities were observed where students had access to technology without oversight of the content being accessed.



A careful examination by leaders and staff members is warranted regarding all items within the seven learning environments to leverage additional areas to improve instructional capacity and increase student learning. In addition, the Improvement Priorities outlined within this report will guide the school in prioritizing focus areas.



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

Employ learner performance data to design, implement, and monitor systems that include PLC meetings and ensure curriculum and instructional practices are aligned, relevant, rigorous, inclusive, and effective for all learners.

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

Findings:

The 2022-23 Kentucky Summative Assessment (KSA) data, as detailed in the appendix of this report, suggested the school had not established an effective process or protocol for monitoring and adjusting instruction to increase student achievement. Student performance data from 2022-23 showed the percentage of students meeting the accountability standard set for each assessment was less than the state average in all areas. Student performance data was lower than the state average on the KSA in all content areas.

Classroom observational, survey, and interview data indicated the need for an efficient data system in core content areas. The team suggests that the school go beyond the collection and analysis of data and use findings to make decisions to augment instruction, address student needs, and provide enhanced Tier I instruction. Even though math and English language arts (ELA) core content areas had access to formative assessments, the team found little use of formative assessment data. The team found minimal evidence of a designed, developed, implemented, used, and monitored data system that ensures curriculum and instruction meet the learning needs of all students. Observational data demonstrated that few classroom educators provided opportunities for differentiated instruction through teacher-led and independent small-group interactions with students. During interviews, many educators and leaders stated that differentiation and instructional rigor needed improvement, and more consistent use of all available data would make a difference. The team was concerned with the lack of differentiation and rigor during independent classroom activities and whole-group Tier I instruction. For instance, it was evident/very evident in three percent of classrooms that “Learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1).” The team observed a need for more use of scaffolding strategies during whole-group, small-group, and independent instruction to meet students’ individual needs and introduce rigorous content. For example, learners who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” were evident/very evident in zero percent of classrooms.

Survey data affirmed the necessity for curriculum and instructional practices to focus on and prioritize the learning needs of students. For example, 63 percent of educators agreed/absolutely agreed with the statement, “At my institution, we deliver instruction that considers learners’ needs, interests, and potential (8).” Also, 69 percent of families agreed/absolutely agreed with the statement, “In the past 30 days, my child had instruction that was changed to meet their needs (15).” Thirty-eight percent of students agreed/absolutely agreed that they had “lessons that were changed to meet my needs (13).” Survey results for this area were somewhat disconnected, signaling a leverage point for improvement. It suggests that even though a percentage of stakeholder perceptions confirmed the existence of a slightly favorable condition, a significant portion of stakeholders cannot verify its consistent and systematic application across the school.



The team noted that the administration had prioritized professional development related to PLC meetings. The team found that PLC work is in the early stages of implementation. The interview data indicated that PLCs have been established and meet periodically to discuss student work, common assessments, and educational trends. While most teachers acknowledged that PLC meetings occurred, the team found no evidence of staff using findings from data analysis to evaluate instructional effectiveness.

The administration initiated the use of some tools designed to monitor instruction and capture data. However, interview and observational data showed inconsistent implementation and monitoring of these tools and the supporting data that would assist in improving Tier I instruction and inform a multi-tiered system of supports (MTSS). The team observed inconsistently implemented intervention strategies. Interview data, artifact reviews, and observational data showed the early implementation stages of improvement in core subject areas and assessment. It is unclear in the evidence if the ELA and math programs have been implemented with fidelity. Interview data validated the development and use of formative assessments in ELA and math. However, interview data suggested that data collection and analysis may occur inconsistently. Structures supporting curriculum implementation, student learning, and teacher practices were somewhat in place but were not systemic or consistently implemented. The team noted that consistent alignment between the curriculum and effective instructional practices will increase academic achievement and enhance relevance and rigor in all core subjects.

In closing, the Diagnostic Review Team suggests that the school identify, design, implement, and consistently monitor curriculum and evidence-based instructional strategies and practices to address individual learner needs. Also, the school is encouraged to implement and monitor systems and processes that consistently use all available data to drive Tier I instruction and scaffold Tier II and Tier III instruction.



Improvement Priority 2

Design, implement, and document formal processes to continuously evaluate all academic and organizational programs and services using student performance data and research-based criteria to generate evidence. Apply obtained evidence to ensure programs and services are implemented effectively and with fidelity (e.g., PLC, PBIS, Illustrative Math [IM], EL). Also, formally document and communicate evaluation results to make data-based decisions (e.g., adjust, add, or eliminate programs, practices, and initiatives).

Standard 26: Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Findings:

The 2022-23 KSA data, as detailed in the appendix of this report, suggested the school lacked an effective process or protocol for monitoring and adjusting instruction to increase student achievement. Student performance data from 2022-23 showed the percentage of students meeting the accountability standard for each assessment was less than the state average in all areas. Student performance data were lower than the state average on the KSA in all content areas.

A review of documents and artifacts uncovered no evidence that instructional programs, resources, and practices were evaluated for effectiveness. The team found a lack of evidence indicating that research/evidence-based instructional programs, resources, and practices directly impacting student learning were evaluated using student performance data. Additionally, the team found minimal evidence that longitudinal results were used to evaluate programs, organizational practices, and the resulting impact on the progress of student achievement. Although there was evidence of multiple programs (e.g., CHAMPS, Measures of Academic Progress [MAP], PLCs, IM, EL education ELA curriculum), the team found the lack of a formalized cycle and timeline to evaluate academic and organizational programs and services.

Observational and stakeholder interview data and a review of artifacts revealed teachers and administrators could not define or explain their process for monitoring the effectiveness of the curriculum and instruction. Interview data further showed that staff could not articulate or describe the internal curriculum review process used. Interview data also revealed that, although the school administered common assessments several times throughout this school year, teachers seldom used results to modify instructional practices (e.g., differentiated teaching and learning). According to observational and interview data, common assessments were rarely reviewed for item analysis and monitored for student progress. Interview data indicated that some re-teaching occurred when assessment results showed that many students misunderstood the concepts being taught.

Interviews and a review of documents and artifacts provided by the school indicated support for the implementation of the PBIS behavioral modification program. The CHAMPS strategy and PBIS program is in the emerging stages of use and has produced some early data demonstrating a reduction of inappropriate student behaviors in the whole school and individual classrooms. The Instructional Leadership Team (ILT) provided early data to the team that reflects encouraging possibilities for improved instructional outcomes based on student-centered positive behavior that has allowed for better classroom management and improved educational conditions. The team observed student behaviors in the classrooms, common areas, hallways, class transitions, and cafeteria and found some inconsistencies in the implementation of the tenets of CHAMPS on a school-wide basis (e.g., hallways, transitions, common areas, classrooms). The team encourages the ILT and staff to redouble their efforts in institutionalizing, with fidelity, the necessary accountability for all stakeholders in the school. Additional training may be warranted, as new staff are onboarded, and other staff may need more intensive follow-up.

Survey data revealed agreement across stakeholder groups about using available information to evaluate instructional programs and organizational conditions to improve instruction and advance learning. Seventy-nine percent of educators stated they “used a variety of information for decision-making that affected my area of



responsibility (21).” The family survey revealed that 70 percent of stakeholders believe the school “uses many types of information to help children learn (9).” Stakeholder and educator perceptions align and confirm that many stakeholders believe information is being used to validate instructional conditions. However, the team found little evidence through artifacts, interviews, and observations that protocols and practices were used effectively to evaluate instructional programs and organizational conditions. This finding suggests that even though a percentage of stakeholder perceptions confirmed that this evaluation occurs, evidence was not available to verify its consistent and systematic application across the school.

The team found that administrators and staff wish to have exceptional opportunities for all students by providing programming that meets academic, social, and emotional needs. However, the team was not provided with evaluation data or evidence to show that the appropriate programming and services were being implemented.

The school is encouraged to design, implement, and document formal processes to evaluate all academic and organizational programs and services. Also, the Diagnostic Review Team suggests the school use student performance data and research-based criteria to generate evidence, ensure programs and services are implemented effectively and with fidelity, and formally document and communicate the evaluation results. Finally, the team recommends the school make data-based decisions to adjust, add, or eliminate programs, practices, and initiatives.

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 with 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 its 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.

Additional Review Elements for More Rigorous Intervention Schools

703 KAR 5:280(9) requires that Diagnostic Reviews for MRI-designated schools will include “Other information deemed necessary by the commissioner, or his designee, to assess the functionality of the district to support school improvement.” Teams reviewing MRI-designated schools must consider the following additional elements:

- A review of how the school and district have managed and expended the relevant School Improvement Funds previously awarded with a specific focus on the impact of the funding decisions;
- A review of the progress made towards accomplishing any improvement priorities recommended by prior Diagnostic Review reports and/or two-day reviews;
- A review of prior year turnaround plans and related documentation;
- A review of existing improvement efforts and initiatives and data documenting the results of the initiative;
- A comprehensive resource allocation review;
- A review of stakeholder involvement in the improvement process; and
- A review of district support meeting minutes and agendas relevant to additional and/or unique support provided by the district to the school.

Conway Middle most recently underwent a Diagnostic Review in 2019. This review considered the specific actions and steps taken by the school since its prior review. Since that time the school has had a change in administration with a new principal. Also, there are three new assistant principals and two counselors. The teacher retention rate has remained relatively high at 85 percent. The prior Diagnostic Review of the school yielded three Improvement Priorities.

Improvement Priority one instructed the school to revise, monitor, and provide feedback on the implementation of the school’s existing instructional framework to ensure quality and fidelity of instructional practices to meet all learners’ needs. Revision should include evidence-based instructional practices that (1) support active student engagement and learning, (2) are differentiated to meet individual student needs, (3) clearly inform students of learning expectations and standards of performance, and (4) provide frequent checks of understanding with specific and timely feedback to students about their learning. While the Diagnostic Review Team was able to review the school’s evidence submissions, there is little evidence to suggest that Improvement Priority one was initiated or implemented with fidelity. Stakeholder interviews also revealed very little evidence of Improvement Priority one being implemented with fidelity.

Improvement Priority two directed the school to facilitate and monitor the fidelity of implementation of the school’s documented curriculum to ensure alignment of all instructional components. The district instructed the school to purchase EL Education curriculum for language arts and Illustrative Mathematics (IM) curriculum for math. The school has worked on the implementation of both the language arts and math curriculum. However, the training for implementation of both curriculums through the district has not been continuous and ongoing. The eleot observations showed that all classes are struggling with the full implementation of both the EL curriculum and the IM curriculum.

Improvement Priority three directed the school to formalize and monitor the PLC structure to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve the learning priorities established by the school and to utilize the PLC structure to ensure all staff use a broad range of quantitative and qualitative data to group learners and differentiate instruction by examining student work to target enrichment and interventions and by revising curriculum, assessments, and instructional strategies. The evidence review and

stakeholder interviews showed that there has been a significant push to improve the PLC structure and processes at the school.

In addition to the three Improvement Priorities, Conway Middle has put a significant emphasis on implementing PBIS. They have been in partnership with Safe and Civil Schools for training and implementation of CHAMPS to assist teachers and staff with a whole school behavior intervention plan. They have continued to implement CHAMPS throughout the school this year, and behavior incidents have decreased. However, they cannot receive additional training in the CHAMPS behavior intervention plan at this time due to a discrepancy in the financial process of the contract with Safe and Civil Schools. Through the principal interview, there was evidence to suggest that there was going to be a resolution to this discrepancy so that the school staff could implement the CHAMPS program and undergo further training.

The school received \$186,115 of school improvement funds (SIF) in the school year 2021-22 as part of SIF Cohort 3. Currently, the school has an available balance of \$36,215.06. Funds have been spent on programs and personnel to help the teachers deliver quality instruction to the students. The school also received school improvement funds as part of SIF Cohort 4 in the amount of \$151,513. The remaining balance for the SIF Cohort 4 funds is \$115,145.81. The school continues to spend the funding on personnel, programs, and professional learning to help enhance instruction in the classroom. The funds that have been spent up to this point, according to the evidence from interviews and artifact reviews, have had a positive impact on the school, especially those funds supporting additional personnel in the area of instruction.

The school has involved stakeholders in decisions that affect them in their daily routines and job responsibilities. Through evidence review and stakeholder interviews, there is an indication that the principal does in fact involve school staff in decision-making and is open to suggestions and advice from others involved. One example of this shared decision-making comes from the professional development offerings and embedded professional development that happens at the school on a regular basis.

The school has been supported by the district in many ways in its continuous improvement journey. Evidence suggests that addressing school needs is often a team effort involving both the school and district resources. While the district is supportive of helping the school, there were indications that some procedures and processes should be streamlined to quickly provide assistance on an as needed basis. The continued funding of the Safe and Civil Schools initiative is an example of a program that could have benefited from the school and district working more closely together to troubleshoot some issues.

The school's resource allocation self-study showed that the leadership team has been thoughtful in how they have allocated staff within the building. The leadership team has created a new math coach position as well as an instructional coach. Each coach is assigned to all grade levels to support teachers in curriculum, instruction, and assessment. The Diagnostic Review Team has evidence that says that the school has been a good steward of the school improvement funds awarded to the school.

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.

The principal at Conway Middle has been in this leadership position for approximately one and one-half years and has focused on school improvement. She has garnered support from most school community members and is proactive in seeking additional input from others when solving school issues. Clearly, there is a desire on her behalf to pursue any avenue that will result in improved student performance. The principal has asked the faculty and staff to collect data on student performance in order to reflect on academic progress. While the intention of this activity is to collect data to adapt and adjust instructional strategies, there appears to be a disconnect between studying the results of the data and intentionally making a plan to adjust instructional strategies. Data collection should be immediately followed by a thorough analysis leading to the development of a plan focused on adapting and/or modifying instruction to better meet the needs of each and every student. PLCs are an excellent path to ensure such improvement plans exist and that they are relevant. The vision and expectations for all PLCs should be tightened and consistent for all teachers and administrators. The principal has the purview over how PLCs are organized and led and the responsibility to ensure PLCs are effective.

While multiple pieces of data indicated that student behavior has improved as compared to the 2022-23 school year, interviewees were consistent in saying that some behavior issues were making a comeback. It would serve the school well to strengthen and reflect on the PBIS system and make mid-year adjustments.

On the contrary, student performance data shows that academic improvement is not doing as well as its counterpart, behavior. Upon closer observation, the team uncovered that genuine student engagement is a critical piece of this school's puzzle that is still lacking. Most students are compliant to a degree, yet not fully engaged with class learning activities. Teachers and administrators need a clear and consistent understanding of high expectations and how to establish those high expectations within their instructional endeavors. Should the



principal pursue professional learning for all administrators and staff on this topic, it would greatly benefit the school.

Finally, the ongoing monitoring of programs and practices by the principal is critical to the success of the school. While the team found many programs and practices have been implemented, there is a lack of evidence indicating these are monitored for success. The principal has a responsibility to ensure the school is on a better road for continuous improvement and to monitor what works well and what does not work well in regard to the systems that have been deployed. It is crucial for such systems to be monitored for fidelity to make certain the processes are producing the desired academic results. While both state and school assessments, such as the KSA and MAP, indicated that student academic performance has not improved at an acceptable rate, the Diagnostic Review Team has confidence that the principal has the ability to impact student achievement in a positive manner.



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
Dan A. Long	Dan Long is an educational consultant, providing contracted services to states, local educational agencies, and schools. He has been an educator for over 30 years, serving as a high school teacher, high school assistant principal, K-12 principal, district secondary supervisor of instruction, district assessment supervisor, district career technical supervisor, district technology supervisor, district assistant superintendent, and Tennessee (TN) deputy and executive director for assessment. Dan was a writer and implementer for TN's Race to the Top successful proposal. Additionally, he served as an advisor to the Southern Region Education Board technology committee on eLearning. He also served as the chairperson for the South Central Supervisor's Study Council, Executive Committee for the Tennessee Supervisor's Association, and Council of Chief State School Officers (CCSSO) Assessment Committee. Dan has been a CCSSO state department of education coach for Connecticut, Maine, Michigan, Nevada, Utah, Vermont, the Virgin Islands, and Washington. He has provided direct assessment and accountability assistance in Delaware, Idaho, Illinois, Mississippi, and Nevada.
Sam Watkins	Sam Watkins has 38 years of experience in education, serving students in Lee County Public Schools and Woodford County Schools for 27 years. Sam has served as a teacher, assistant principal, athletic director, principal, and director of districtwide programs. As districtwide programs director, he facilitated work at the elementary, middle, and high school levels. Additionally, Sam has served as an Educational Recovery Leader (ERL) for 11 years with the Kentucky Department of Education (KDE).
Billy Harris	Billy Harris currently serves as an ERL for KDE through the Office of Continuous Improvement and Support. He has over 31 years of experience as a teacher, instructional coach, and administrator. Billy began his career as a middle school math teacher, where he served for 10 years. He also served as an elementary math teacher for four years. He then moved into the position of instructional coach, where he monitored instruction and mentored teachers on effective instructional strategies. From there, Billy became a high school assistant principal for six years and later served for two years as a middle school principal. While serving as a principal and assistant principal, Billy was on numerous school-level and district-level committees. Billy also coached football and basketball for 20+ years while he was a teacher and assistant principal.
Tony Watts	Tony Watts is currently finishing his fourth year as superintendent in the Newport Independent School District. He led the district during the coronavirus pandemic. Tony has 23 years of experience in education and has worked in diverse districts during his tenure. He was an English teacher and dean of discipline at Holmes Middle School in Covington, KY. He was an assistant principal at Conner High School in Boone County and the principal at Newport High School in 2011. Tony led Newport High School out of Persistently Low Achieving (PLA) status and showed consistent growth for four consecutive years. Tony left Newport and worked for KDE as an ERL from July 2015 to June 2017 and as a chief of schools in Fayette County for two and a half years before becoming superintendent in Newport.

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.	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, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	1

Key Characteristic 3: Engagement of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	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.	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.	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' 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.	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
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.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

Student Performance Data

Conway Middle

2022-23 Kentucky Summative Assessment Performance Results

Content Area	Grade	%P/D School (22-23)	%P/D State (22-23)
Reading	6	17	48
	7	15	45
	8	14	44
Math	6	10	38
	7	12	37
	8	*	36
Science	7	*	23
Social Studies	8	8	35
Editing and Mechanics	8	14	49
On Demand Writing	8	*	45

*Student performance level data were suppressed for public reporting

Plus

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

Delta

- The school performed below the state average in every content area on the 2022-23 KSA.
- The percentage of sixth-grade students who scored at the proficient/distinguished level on the 2022-23 KSA in reading and math was 17 percent and 10 percent, respectively.
- The percentage of seventh-grade students who scored at the proficient/distinguished level on the 2022-23 KSA in reading and math was 15 percent and 12 percent, respectively.
- The percentage of eighth-grade students who scored at the proficient/distinguished level on the 2022-23 KSA in reading was 14 percent.
- The percentage of eighth-grade students who scored at the proficient/distinguished level on the 2022-23 KSA in social studies was eight percent.
- The percentage of eighth-grade students who scored at the proficient/distinguished level on the 2022-23 KSA in editing and mechanics was 14 percent.

Middle School English Learner Progress

Group	School (22-23)	State (22-23)
Percent Score of 0	74	68
Percent Score of 60-80	21	24
Percent Score of 100	4	7
Percent Score of 140	1	2

Plus

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

Delta

- The school was above the state average for ELs scoring zero points for progress on the ACCESS assessment.
- The school trailed the state average for ELs scoring 60-80, 100, and 140 points for progress on the ACCESS assessment.

2022-23 Percent Proficient/Distinguished 6th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	17	10	*	*	*	*
Female	21	9	*	*	*	*
Male	14	11	*	*	*	*
African American	14	5	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	30	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	21	*	*	*	*	*
Economically Disadvantaged	17	10	*	*	*	*
Non-Economically Disadvantaged	20	12	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	20	12	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	18	11	*	*	*	*
Non-English Learner or Monitored	16	9	*	*	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	16	10	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

2022-23 Percent Proficient/Distinguished 7th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	15	12	*	*	*	*
Female	21	13	*	*	*	*
Male	9	11	*	*	*	*
African American	10	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	16	*	*	*	*	*
Economically Disadvantaged	13	*	*	*	*	*
Non-Economically Disadvantaged	26	26	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	17	14	*	*	*	*
English Learner Including Monitored	17	*	*	*	*	*
English Learner	17	*	*	*	*	*
Non-English Learner	15	12	*	*	*	*
Non-English Learner or Monitored	15	12	*	*	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	15	12	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

2022-23 Percent Proficient/Distinguished 8th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	14	*	*	8	14	*
Female	16	*	*	8	16	*
Male	13	9	*	9	13	*
African American	*	*	*	5	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	14	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	16	*
White (non-Hispanic)	23	8	*	9	18	*
Economically Disadvantaged	14	*	*	9	11	*
Non-Economically Disadvantaged	*	*	*	4	*	*
Students with Disabilities (IEP)	*	6	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	6	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	16	*	*	9	16	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	15	*	*	9	15	*
Non-English Learner or Monitored	15	*	*	9	15	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	*
Non-Gifted and Talented	13	*	*	8	14	*
Homeless	*	*	*	*	29	*
Migrant	*	*	*	*	*	*
Military Dependent	*	*	*	*	*	*

*Student performance level data were suppressed for public reporting

Plus

- Hispanic and Latino students at the sixth-grade level outscored all students at this grade level in reading by 13 percentage points on the 2022-23 KSA.

Delta

- At the sixth- and seventh-grade levels, non-economically disadvantaged students outperformed economically disadvantaged students in reading on the 2022-23 KSA.
- The scores of most subgroups noted in the above charts were generally low to very low in all content areas as compared to state averages on the 2022-23 KSA.

Schedule

Tuesday, January 16, 2024

Time	Event	Where	Who
3:00 p.m. – 7:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m.	Principal Presentation	Conway Middle School	Diagnostic Review Team Members

Wednesday, January 17, 2024

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Conway Middle School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 18, 2024

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	Conway Middle School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Conway Middle School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Friday, January 19, 2024

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