



# Cognia Diagnostic Review Report

Results for:  
**Covington Independent Public Schools**

February 6-9, 2023

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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	24
Building-Level Administrators	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	2
Students	8
Parents	6
Total	44

## Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team’s findings and the rubric for each standard are 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 dedication and compassion for the students and community from the Covington Independent Public Schools Board and school personnel. A common theme in stakeholder interviews was that students and the community were the best aspects of the school district.

Stakeholder interviews, recruitment efforts evidence, and the superintendent presentation indicated the district had implemented inclusive strategies for teacher recruitment to overcome teacher retention concerns. A review of documents from talent development provider BloomBoard and interview data showed the school system had recently implemented a new, district-paid credentialing program that provides a financial incentive to retained teachers after six years of service in the district.

The district is in the beginning stages of systemic change. The 2022-23 Comprehensive District Improvement Plan (CDIP) and stakeholder interviews revealed that the district is in the beginning stages of developing a balanced assessment plan. The 2022-23 CDIP, stakeholder interviews, and the superintendent presentation provided evidence that curriculum and instruction are a focus. The district had implemented professional learning communities (PLCs) as a non-negotiable, districtwide initiative. Through this initiative, the district supported the principals and instructional coaches in leading unit planning, formative assessments, and the Plan, Do, Study, Act (PDSA) process. According to the PDSA HHS 2020-23 document, teachers analyzed unit plans and formative assessments. Access to digital unit plans linked from the PDSA HHS 2020-23 document was provided upon request to the Diagnostic Review Team.

Stakeholder interviews and a review of instructional resources revealed districtwide implementation of digital curriculum guides. Additionally, stakeholder interview data indicated a concerted effort by the district to provide quality and personalized professional development, specifically when the professional development supported school improvement. Teachers and administrators documented how their learning was impacted from the trainings.

A review of the Covington Partners 2,15,17,18, 28 document and interview data indicated a district partnership with an embedded 501C3, Covington Partners, to provide access to additional grant funds and student support services. These resources serve the holistic needs of students throughout the school year and summer break to enhance student achievement. These initiatives supported the districtwide equity plan that was reviewed by the Diagnostic Review Team.

Stakeholder interviews and a review of the CDIP showed the plan was intended to begin in January of 2023. However, stakeholder interview data indicated that the official approval of the plan was postponed until the newly elected board members took office in January 2023. The intention of this postponement was to include all stakeholders in the plan's approval. According to the 2022-23 CDIP, the district's main focus will be curriculum and instruction and implementing the Multi-Tiered System of Supports (MTSS).

The Diagnostic Review Team found that the curriculum and instruction improvement process began with the development of districtwide curriculum guides that teachers used to create unit plans. Stakeholder interviews suggested that school-level PLCs analyzed formative and unit assessment data based on teacher-created assessments, as noted in the document District Benchmark and Unit Assessment Analysis. Interview data and an artifact review of the Pearson HHS Benchmark Comparison document demonstrated increases in benchmark scores among students at Holmes High School.

A digital review of the curriculum guides and stakeholder interview data showed pacing guides were regularly reviewed for teacher feedback and iterative improvements. According to stakeholder interview data, the district plans to support the creation of system-wide assessments beginning in the 2023-24 school year that align with the curriculum guides that were implemented by teachers in 2022-23. Teachers were creating their own assessments at the classroom level except for vendor-provided benchmark assessments. Plans for monitoring the fidelity of implementation of curriculum guides were not described in the 2022-23 CDIP, PDSA artifacts, or mentioned in stakeholder interviews. Stakeholder interviews suggested that the teachers and principals understood the curriculum guides but needed more support for full implementation.

Stakeholder interviews indicated that the behavioral component of MTSS had begun. The 2022-23 CDIP stated that the response to intervention (RTI) data for tiered academic instruction and Positive Behavioral Interventions and Supports (PBIS) would be monitored at the school level by PLCs. However, the review team did not find evidence of a consistent time dedicated to tiered instruction for academic or behavioral interventions. Discipline data were provided to the Diagnostic Review Team to demonstrate that hiring a school administration manager (SAM) had reduced the behavioral incidents at the high school. The 2022-23 CDIP did not describe discipline data procedures at the district level, and interview data did not show how social-emotional learning would be monitored at the school level or analyzed at the district level for program management. Overall, the MTSS initiative did not appear to have a clear focus.

Both curriculum and instruction and MTSS were in the initial stages of implementation. Each component would benefit from additional development of critical pieces for effective implementation. Further development and definition of expectations for monitoring and analysis, along with open two-way communication and collaboration among all stakeholders, can support effective implementation.

The Diagnostic Review Team found the district's work to be encouraging. Although balanced assessment, PDSA, and PLCs were in the infancy stages, the beginnings of systemic change were evident in the implementation of the districtwide curriculum guides and in the variety of new initiatives. This foundational work, when focused on the whole child and strategically planned to include district-level and school-based collaboration, could be leveraged to reach the district's improvement goals and the Improvement Priorities included in this report.

## **Potential Leader Actions:**

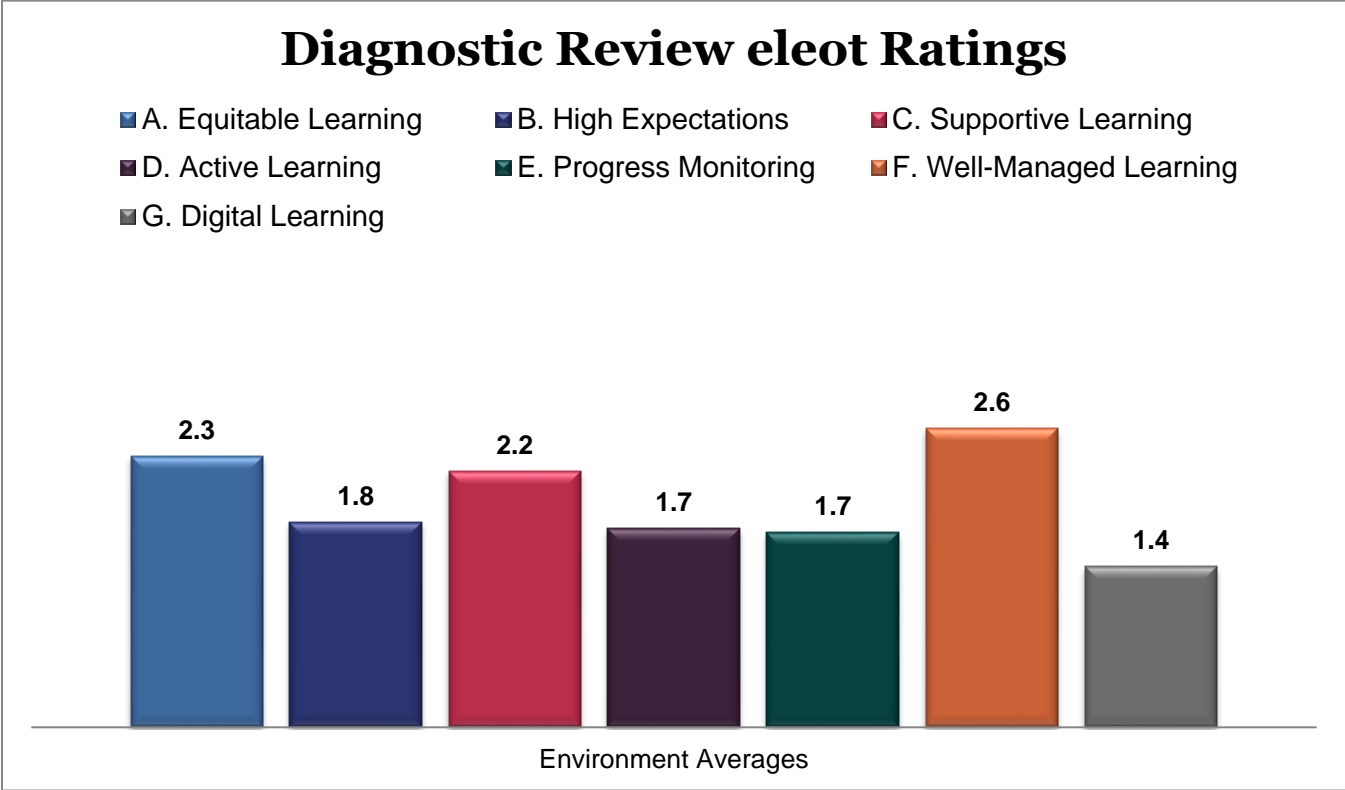
- Prioritize the quality of program implementation and monitor those programs with fidelity rather than implementing many programs that do not impact student achievement and staff morale.
- Measure the impact of programs using quantitative and qualitative metrics to gain a complete picture of program effectiveness.
- Collaborate with all stakeholders across programs to map school-based and districtwide initiatives to serve the whole child and avoid implementing initiatives in isolation.
- Strategically develop a sense of ownership at the school level for all initiatives.
- Align all improvement plans and initiatives with the CDIP.



# 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. The Holmes High School Diagnostic Review Team members conducted 28 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	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	82%	7%	11%	0%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	11%	54%	36%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	18%	54%	29%
A4	1.8	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.	57%	14%	25%	4%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	32%	61%	4%	4%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	32%	50%	14%	4%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	57%	39%	0%	4%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	43%	36%	18%	4%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	25%	64%	7%	4%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			



<b>C. Supportive Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	25%	50%	18%	7%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	32%	43%	14%	11%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	18%	43%	29%	11%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	25%	43%	11%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			

<b>D. Active Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
D1	1.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	54%	32%	11%	4%
D2	1.5	Learners make connections from content to real-life experiences.	71%	14%	11%	4%
D3	2.3	Learners are actively engaged in the learning activities.	11%	61%	21%	7%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	61%	29%	7%	4%
<b>Overall rating on a 4-point scale:</b>			<b>1.7</b>			



<b>E. Progress Monitoring and Feedback Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	57%	36%	4%	4%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	39%	39%	18%	4%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	29%	57%	11%	4%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	64%	25%	11%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.7</b>			

<b>F. Well-Managed Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	11%	21%	46%	21%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	11%	29%	43%	18%
F3	2.5	Learners transition smoothly and efficiently from one activity to another.	18%	29%	39%	14%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	7%	46%	46%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.6</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	29%	14%	7%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	82%	11%	4%	4%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	96%	0%	0%	4%
<b>Overall rating on a 4-point scale:</b>		<b>1.4</b>				

## eleot Narrative

The Diagnostic Review Team conducted 28 observations in core content classrooms using the eleot tool. The team also conducted informal observations in the cafeteria, hallways, and non-core content classrooms.

The school staff and students adopted the words honor, humanity, and scholarship when referencing expected behaviors and characteristics of the “Bulldog Way.” The team found that the school can leverage teacher consistency in reinforcing expectations. For example, learners who were “treated in a fair, clear, and consistent manner (A3)” were evident/very evident in 83 percent of classrooms. A strength observed by the team was the equal access all students had to classroom resources. It was evident/very evident in 90 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support (A2).”

The school used Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) as an approach for student behavior expectations in classrooms and common areas. Teachers shared responsibility for monitoring hallways between classes. This duty helped to ensure students were headed to class or provided digital tardy slips to minimize the time students spent outside the classroom. Conversations in the hallways and common areas between staff and students were respectful. In addition, it was evident/very evident in 67 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other (F1).” It was evident/very evident in 61 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).”

Classrooms had learning targets posted, and some teachers referenced these targets. Still, the team observed that instruction was not aligned with the rigor of Kentucky Academic Standards (KAS), which were used as the basis for the learning targets. For example, it was evident/very evident in 18 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” Additionally, learners who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in eight percent of classrooms. The district and school created unit-planning documents with learning standards, pacing, and alignment for each unit. An area for the school to leverage is the viable, guaranteed curriculum that has been created and is supported by the purchase of Savvas materials in core content classes to provide the baseline for common assessments, data, and alignment of high yield instructional strategies.

When students were asked through surveys what phrases best describe what learning looks like most of the time in their classes (21), 66 percent chose “listen to teachers talk”, 64 percent indicated “do the same work as everyone else”, and 56 percent chose “take notes.” These survey data were supported by eleot observational data. For example, it was evident/very evident in 15 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and the teacher predominate (D1).” Additionally, it was evident/very evident in 11 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Finally, student survey data was supported by observational data, which indicated that it was evident/very evident in 28 percent of classrooms that “Learners are actively engaged in learning activities (D3).”

Survey data revealed that 59 percent of educators agreed/absolutely agreed with the statement, “At my institution, we set aside time to build relationships with learners (4).” Observational data analysis supported this perception as it was evident/very evident in 54 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher (C4).” Additionally, it was evident/very evident in 25 percent of classrooms that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1).”

### **Potential Leader Actions:**

- Expand districtwide professional development opportunities to include the teaching of instructional strategies that create an engaged learning environment.
- Support the instructional use of digital resources and provide curriculum resources and professional development to implement differentiated instruction to meet the unique needs of learners.
- Collect, analyze, and act upon data to determine the effectiveness of learning strategies and programs at the district, school, and classroom levels.
- Include and monitor the application and effectiveness of professional development on student achievement.

# 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

Collaborate (i.e., district and school-level leadership, instructional staff, and community stakeholders) and cohesively communicate to strategically align the overarching district and school-level initiatives (e.g., academic, social-emotional, behavioral) to meet the needs of all stakeholders and support continuous improvement in teaching and learning in all schools.

**Standard 8:** The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement.

### Findings:

Based on student performance data, as referenced in the appendix of this report, processes and procedures were not yet effectively developed and implemented to support high levels of teaching and learning in every classroom at Holmes High School. For example, the percentage of students who scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in 2021-22 was below the state average in all reported content areas. The percentage of students meeting ACT benchmarks in 2021-22 for English was nine percent, compared to the state average of 46 percent. The percentage of students meeting ACT benchmarks in 2021-22 in reading was 16 percent, while the state average was 45 percent. Three percent of students in 2021-22 met the ACT benchmark in math, compared to the state average of 30 percent. Of the students graduating from Holmes High School in 2021-22, the percentage of students meeting post-secondary readiness benchmarks was 45.3 percent compared to the state average of 72.4 percent, indicating a need for improvement in student learning.

The district Diagnostic Review Team determined that new initiatives had been implemented throughout the district, and specifically at Holmes High School, to address student academic performance. Interviews revealed stakeholders were aware of the efforts, which included a summer program, new districtwide curriculum, PLCs, PDSA, and an MTSS coach placed at Holmes High School. The superintendent presentation and stakeholder interviews referenced non-negotiables called “Tights” (i.e., PLCs, common curriculum, balanced assessment system, MTSS, data-driven decision making) related to district initiatives. Additionally, district family survey data analysis indicated that 58 percent of families agreed/absolutely agreed with the statement, “The adults are committed to trying new things to improve the school (6).” While district educator survey data indicated that 46 percent of educators agreed/absolutely agreed that “we base our improvement efforts on learners’ needs (5)”, stakeholder interviews suggested an opportunity to include all stakeholders in planning, implementing, and monitoring of new initiatives.

A review of the 2022 Superintendent’s Expectations document and the superintendent’s presentation indicated a focus on continuous improvement throughout the district. However, these resources did not include a systematic process for aligning improvement efforts. Interview data indicated that there was limited collaboration between board members and among district and school staff regarding implementation, expectations, and progress monitoring of newly implemented programs.

The CDIP stated the district leadership would evaluate the implementation and progress of the districtwide curriculum, but the Diagnostic Review Team did not find a description of how this would occur or an explanation of how school-level leadership would be included in planning or evaluation. According to the 2022-23 CDIP, the school would monitor the implementation of the curriculum guides through PLC work. Additionally, the CDIP



stated that the schools would monitor curriculum implementation through PDSA plans, but a description of how the district would monitor the school's fidelity of implementation and progress was lacking. The team also could not find a description of how school-level personnel or community stakeholders would be involved in planning or monitoring strategic initiatives as they applied continuous improvement in teaching and learning in all schools. Stakeholder interviews and the superintendent's presentation revealed that the district had implemented a formalized PLC process. However, stakeholder interviews confirmed that PLCs were implemented at varying levels of effectiveness among faculty members. Interviews revealed inconsistencies among stakeholders in their understanding of the district implementation expectations and monitoring of the districtwide curriculum. A defined process with a timeline for improvements was verbally communicated in one stakeholder interview, but communication of this plan lacked consistency and districtwide commitment from a leadership perspective. The lack of districtwide communication, monitoring of a master timeline, or an iterative improvement process reduced the effectiveness of the districtwide curriculum.

### **Potential Leader Actions:**

- Collaboratively refine the district mission and vision with stakeholders.
- Develop a comprehensive system (e.g., MTSS, PLCs, curriculum alignment, instructional practices, data and resource analysis) to ensure organizational effectiveness that supports continuous improvement in teaching and learning in all schools. The system should include multiple district- and school-level stakeholders collaborating to align the institution's priorities.
- Deepen the level of district feedback and include more formalized coaching of leaders for successful implementation as "Tights" become a more systematic part of the continuous improvement model.
- Implement a process to evaluate the impact of provided support resources on teaching and learning to ensure alignment to the district vision and mission.
- Build staff understanding around how instructional processes (e.g., collaborative planning, PLCs) align to the vision and district goals through effective, consistent communication.

## Improvement Priority 2

Establish, implement, and monitor a systematic and cohesive process to continually assess and refine programs, practices, and organizational conditions that impact student learning.

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

### Findings:

As evidenced by the superintendent presentation, incorporation of PLCs was a primary focus throughout the district. PDSA evidence and stakeholder interview data further supported these collaborative group meetings as times when teachers planned instruction by content area at Holmes High School. Interview data indicated that other district schools also used this time to analyze and apply data for differentiated instruction and program refinement. The superintendent presentation and stakeholder interview data indicated that the process of analyzing and applying data to assess and refine programs and practices was in its infancy stages in relation to impacting student achievement.

High school family survey data indicated that 58 percent of families agreed/absolutely agreed that "In the last 30 days, the adults use many types of information to help children learn (9)." However, it was evident/very evident in four percent of classrooms that "Learners demonstrate and/or are able to describe high quality work (B3)." In contrast to what the school Diagnostic Review Team found through classroom observations, high school educator survey data revealed that 68 percent of educators agreed/absolutely agreed that "In the last 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)." Although teachers had access to support resources, stakeholder interview data indicated a need for a formal district process to analyze the effectiveness of current instructional and assessment practices at all schools.

Stakeholder interviews and evidence of districtwide curriculum guides confirmed that a districtwide curriculum was developed and adopted. Interviews and unit-planning evidence, such as PDSAs, demonstrated further development of curriculum at the school level to include formative assessments. However, not all stakeholders could articulate the district expectations for the individual schools. While evidence of PDSA cycles, such as Shadow Walks, were confirmed through stakeholder interviews, it was unclear how district leaders would respond to the collected data about instruction or curricular resource effectiveness observed in classrooms. Observational data also revealed it was evident/very evident in 18 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2)." Stakeholder interviews and artifacts revealed that the development of a monitoring system was in its early stages.

The CDIP contained specific language about RtI and the PBIS framework, but there were no clear expectations about social emotional learning (SEL). Stakeholder interviews indicated perceptions of a siloed, rather than whole child, approach to learning. Further, the MTSS model included in the CDIP also outlined that RtI would be monitored in PLCs at the school level and behavior would be monitored separately. Although the CDIP stated that RtI would be monitored in PLCs at the school level, stakeholder interviews indicated that PLCs were implemented at varying levels of fidelity across the district. There was a lack of description in the CDIP of the RtI monitoring and data analysis process at the district level.

### Potential Leader Actions:

- Evaluate and improve the effectiveness of data collection and assessment methods in conjunction with districtwide and school-based student achievement growth and teacher capacity improvement.
- Develop a protocol for analyzing multiple sources of data to evaluate the effectiveness of programs and practices and use findings to improve the quality and fidelity of program implementation.



- Analyze and evaluate current programs and instructional practices (e.g., PDSA, PLCs) to determine fidelity of implementation and effectiveness. Use current and recent trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- Consider the disposition of each school to tailor the overarching district initiatives to meet the needs of the leadership team, staff, and students.

## Your Next Steps

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

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

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.



# District Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the Covington Independent Public Schools' administration has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school, Holmes High School.

The district administration demonstrates the ability to lead and support a visionary purpose for teaching and learning. District leadership created a set of core beliefs during the 2017-18 collaborative strategic plan work sessions. District "Tights" was the name given to the priorities for teaching and learning in the district. While one former CSI school exited that status at the beginning of the 2022-23 academic year, Holmes High School was identified as a CSI school. Additionally, interviews revealed that the district oversight in the CSI schools was more direct.

Although there was evidence that the district leads and operates under a governance and leadership style that could promote and support student performance and system effectiveness, the degree to which district practices are directly impacting students at the classroom level currently remain unclear in the absence of trends in student data results. While there was a voiced commitment to improvement and implemented strategies, the consistent





collaboration of all leader roles and linked responsibilities for organizational effectiveness was not evident. While the Kentucky School Board Association (KSBA) policies were listed in the reviewed evidence and discussed during interviews, stakeholders expressed the need for a formalized policy review process. The district staff, with input from the Board, is currently involved in creating a new strategic plan. Interviews indicated that this guidance document includes tenets (e.g., goals, levels of engagement, vision, mission) to move the district toward student growth and achievement. Additionally, the team reviewed board meeting agendas where school principals periodically joined board meetings to share academic and other student achievements and school updates.

The district ensures that systems are in place for accurate collection and use of data. While stakeholders indicated these initiatives vary in levels of implementation and usage, they signify progress toward a systems approach to teaching and learning. Curriculum mapping and pacing is occurring as evidenced by shared curriculum documents and stakeholder interviews; however, quality control, revisions, and adjustments appear to be in progress. District leadership team meetings, Focus Visits, and Shadow Walks occur; however, the extent to which these mechanisms result in instructional change and the evaluation of programs was not evident. The district provided evidence of and discussed in interviews the collection of academic and non-academic data (e.g., stakeholder perception data).

Based on budgets reviewed by the team and stakeholder interviews, the district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students. Interviews and a review of the evidence suggested the securing of grants (e.g., diversity grant, monies from Northern Kentucky University) to fund additional opportunities and resources for students. The district has focused on energy saving initiatives to allocate the savings to other areas. Human resources have been provided by the district to fill positions (e.g., MTSS coach, instructional coach, school administrative manager) to serve directly in the schools and through other areas. The district has also addressed a shortage of substitute teachers by raising their pay. Additionally, the district budget reflects the purchase of instructional programs and professional learning.

While the district is in the process of ensuring that a comprehensive assessment system (i.e., one that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement) is implemented, district leadership also stated they remain in the initial phase of this process.

Documents and interviews provided evidence of common assessments. While stakeholder interviews indicated the district purchased Pearson and Mastery Connect assessments, there have not been enough test administrations or time to identify the usefulness of these assessments. District- and school-level leaders should continue to collaborate to develop formalized systems for each “Tight” and include consistent monitoring, specific high-level feedback, and the expectation of the adjustment of practice.

# Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and 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
<b>Wendy Oliver</b>	Wendy Oliver is a consultant for Cognia and the Chief Education Officer for Galileo Preparatory Academy. Dr. Oliver has served 25 plus years in private and public education settings as well as the corporate setting. She has been a classroom teacher, coach, administrator, and served in both district and state-level leadership positions.
<b>Susan Greer</b>	Susan Greer has been a Kentucky educator for 33 years, having served as a secondary teacher and administrator, Highly Skilled Educator, and Educational Recovery (ER) Leader. Currently, Susan serves as an ER Director at the Kentucky Department of Education (KDE) and as the Director of the Continuous Improvement Coaches. She works across the state and coordinates ER staff and Hub School offerings at both Pulaski County High School and Franklin-Simpson High School.
<b>Tonya Dillon</b>	Tonya Dillon has over 27 years of educational experience as a classroom teacher, reading coach, assistant principal, and principal. She has served on Cognia review teams since 2018. She is currently serving as a district instructional supervisor and assessment coordinator in Kentucky.
<b>Deidra Hightower</b>	Deidra Hightower is currently in her fourth year serving as a Continuous Improvement Coach for the Kentucky Department of Education (KDE). Deidra's professional background includes over 10 years of experience as a classroom teacher and two years as an Instructional Transformation Coach for KDE.
<b>Haley Ralston</b>	Haley Ralston is currently serving as an Educational Recovery (ER) Leader with the Kentucky Department of Education and has 29 years of experience in a variety of school administrative roles, including principal, assistant principal, and instructional coach. Haley is also a lead facilitator for the National Institute for School Leadership (NISL) with the Center on Education and the Economy.
<b>Ali Sorbi</b>	Ali Sorbi has 28 years of experience in education as a mathematics teacher, instructional and induction coach, data analyst, and curriculum specialist. He works as an educational consultant and serves on the College Board Pre-AP (Advanced Placement) as national faculty.

# 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.	2
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	2

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
15. Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.	Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.	Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.	Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.	3



## 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.	1
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	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
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.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	2
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	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.	2
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

# Student Performance Data

**School Name: Holmes High School**

## 2021-22 Kentucky Summative Assessment (KSA) Performance Results

Content Area	%P/D School (21-22)	%P/D State (21-22)
Reading	21	45
Math	15	38
Science	*	15
Social Studies	12	35
Editing and Mechanics	20	48
On Demand Writing	6	38

Plus

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

Delta

- The percentage of students scoring proficient/distinguished was below the state average in reading, math, social studies, editing and mechanics, and on demand writing.

## English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	82	66
Percent Score of 60-80	13	23
Percent Score of 100	4	7
Percent Score of 140	1	2

Plus

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

Delta

- Eighty-two percent of English learner (ELs) received zero points for progress on the ACCESS assessment in 2021-22, which was above the state average.
- Thirteen percent of ELs received 60-80 points for progress on the ACCESS assessment in 2021-22, which was below the state average.
- Four percent of ELs received 100 points for progress on the ACCESS assessment in 2021-22, which was below the state average.



### Percentage of Students Meeting Benchmarks on ACT

Content Area	School (21-22)	State (21-22)
English	9	46
Reading	16	45
Math	3	30

Plus

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

Delta

- Nine percent of students met ACT benchmarks in English compared to the state average of 46 percent.
- Sixteen percent of students met ACT benchmarks in reading compared to the state average of 45 percent.
- Three percent of students met the ACT benchmark in math compared to the state average of 30 percent.

### Graduation Rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2021-22	80.2	89.9	86.5	92.0

Plus

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

Delta

- The school's four-year graduation rate was 80.2 percent compared to the state average of 89.9 percent.
- The school's five-year graduation rate of 86.5 percent was below the state average of 92 percent.

### Post-Secondary Readiness

Year	School	State	School w/ High Demand	State w/ High Demand
2021-22	45.3	72.4	47.9	76.2

Plus

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

Delta

- The percentage of students meeting post-secondary readiness was 45.3 percent, compared to the state average of 72.4 percent.
- The percentage of students meeting post-secondary readiness with high demand was 47.9 percent compared to the state average of 76.2 percent.

## 2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 10th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On Demand Writing
All Students	21	15	N/A	N/A	N/A	N/A
Female	23	13	N/A	N/A	N/A	N/A
Male	18	17	N/A	N/A	N/A	N/A
African American	16	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	12	6	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	28	20	N/A	N/A	N/A	N/A
Economically Disadvantaged	17	13	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	42	29	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	22	17	N/A	N/A	N/A	N/A
English Learner Including Monitored	*	*	N/A	N/A	N/A	N/A
English Learner	*	*	N/A	N/A	N/A	N/A
Non-English Learner	24	17	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	24	17	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	*	*	N/A	N/A	N/A	N/A
Non-Gifted and Talented	18	14	N/A	N/A	N/A	N/A
Homeless	14	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

### Plus

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

### Delta

- The percentage of all tenth-grade students scoring proficient/distinguished in math was 15 percent.
- The percentage of tenth-grade female students scoring proficient/distinguished in math was 13 percent.
- The percentage of tenth-grade male students scoring proficient/distinguished in math was 17 percent.
- The percentage of all tenth-grade students scoring proficient/distinguished in reading was 23 percent.
- The percentage of tenth-grade female students scoring proficient/distinguished in reading was 21 percent.
- The percentage of tenth-grade male students scoring proficient/distinguished in reading was 18 percent.



## 2021-22 Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 11th Grade

Group	Reading	Math	Science	Social Studies	Editing and Mechanics	On-Demand Writing
All Students	N/A	N/A	*	12	20	6
Female	N/A	N/A	*	15	29	*
Male	N/A	N/A	*	*	14	3
African American	N/A	N/A	*	*	19	11
American Indian or Alaska Native	N/A	N/A	*	*	*	*
Asian	N/A	N/A	*	*	*	*
Hispanic or Latino	N/A	N/A	*	*	*	*
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	*
Two or More Races	N/A	N/A	*	*	*	*
White (non-Hispanic)	N/A	N/A	*	19	29	*
Economically Disadvantaged	N/A	N/A	*	10	19	4
Non-Economically Disadvantaged	N/A	N/A	*	19	23	*
Students with Disabilities (IEP)	N/A	N/A	*	*	*	*
Students with Disabilities/IEP Regular Assessment	N/A	N/A	*	*	*	*
Students with Disabilities/IEP with Accommodations	N/A	N/A	*	*	*	*
Alternate Assessment	N/A	N/A	*	*	*	*
Students Without IEP	N/A	N/A	*	13	21	7
English Learner Including Monitored	N/A	N/A	*	*	*	*
English Learner	N/A	N/A	*	*	*	*
Non-English Learner	N/A	N/A	*	14	23	7
Non-English Learner or Monitored	N/A	N/A	*	14	23	7
Foster Care	N/A	N/A	*	*	*	*
Gifted and Talented	N/A	N/A	*	*	*	*
Non-Gifted and Talented	N/A	N/A	*	12	19	6
Homeless	N/A	N/A	*	*	*	*
Migrant	N/A	N/A	*	*	*	*
Military Dependent	N/A	N/A	*	*	*	*

### Plus

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

### Delta

- The percentage of all eleventh-grade students scoring proficient/distinguished in on demand writing was six percent.
- The percentage of all eleventh-grade male students scoring proficient/distinguished in on demand writing was three percent.
- The percentage of economically disadvantaged students in eleventh grade scoring proficient/distinguished in on demand writing was four percent.
- The percentage of all eleventh-grade students scoring proficient/distinguished in social studies was 12 percent.
- The percentage of all eleventh-grade students scoring proficient/distinguished in editing and mechanics was 20 percent.

# Schedule

## Monday, February 6, 2023

Time	Event	Where	Who
4:00 p.m. – 5:00 p.m.	Superintendent Presentation	Covington District Office	District Leadership and Diagnostic Review Team Members
5:30 p.m. – 7:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, February 7, 2023

Time	Event	Where	Who
7:45 am	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m. – 5:45 p.m.	Interviews/Artifact Review	District Office	Diagnostic Review Team Members
6:30 p.m. – 8:15 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, February 8, 2023

Time	Event	Where	Who
7:30 a.m.	Team arrives at Holmes High School	Holmes High School	Diagnostic Review Team Members
7:30 a.m. – 11:30 a.m.	Interviews/ Classroom Observations	Holmes High School	Diagnostic Review Team Members
1:00 p.m. – 4:30 p.m.	Interviews/Artifact Review	District Office	Diagnostic Review Team Members
5:00 p.m. – 7:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, February 9, 2023

Time	Event	Where	Who
9:00 a.m. – 12:30 p.m.	Final Team Work Session	District Office	Diagnostic Review Team Members

