

Cognia Diagnostic Review Report

Results for:
Marion C. Moore (High School)

January 17-20, 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	1
Building-Level Administrators	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	42
Noncertified Staff	8
Students	8
Parents	6
Total	79

Performance Standards Evaluation

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

indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

The creation of a culture of belonging and a family-oriented climate emerged as the most significant strength at Marion C. Moore (High School). Staff and administrators have established a positive culture for students and often referenced the school as having a welcoming family atmosphere for students and visitors. During interviews, students said that administrators and staff members care about them personally and support their extracurricular activities. The administrative team was highly visible between classes and interacted positively with staff and students. Even with a large student population, the principal and assistant principals were observed calling students by name. In spite of the overcapacity issue, hallway transitions were seamless and well monitored. Students seemed to move with a purpose, and each hall had several adults assisting with supervision. Very few students remained in the halls after the tardy bells.

Another strength is the school's effort regarding diversity, equity, and inclusion. Multiple stakeholder groups echoed the sentiment that belonging and inclusion are well-embedded efforts and are evident throughout the school. Commitment to the district's racial equity initiative was evident through observations of the adult interaction with students as well as the daily announcements and visuals posted throughout the building. In an effort to support the diverse population, wraparound services, such as the Youth Services Center and Classroom Cuts, are providing resources and services like food, clothing, hygiene products, and haircuts to students in need. Stakeholder interviews also indicated that the school seeks to engage its diverse population in various ways, such as providing career pathway opportunities, academy options, and extracurricular activities. Students have opportunities to engage in multiple athletic programs and various clubs (e.g., Health Occupation Students of America; Lesbian, Gay, Bisexual, Transgender, Queer; Future Business Leaders of America; ballroom dance, chess, student ambassador).

While there was significant evidence of positive relationships between students and adults, there was limited evidence of collegiality among staff members. Although information from stakeholder groups indicated varying levels of implementation and fidelity of the various processes, professional learning community (PLC) routines and a collaborative environment were evident through the school's artifact review (e.g., PLC agendas, Gold Day agendas, non-flex day documents, staff meeting agendas, new teacher meeting agendas). Interview and artifact data indicated that walkthroughs are a recent initiative and that they occur infrequently and provide limited actionable feedback with minimal instructional coaching. Multiple stakeholder groups referred to school improvement processes, accountability, and progress monitoring as inconsistent. The school administration indicated that previously the continuous improvement efforts focused almost solely on building a positive climate and culture.

The Diagnostic Review Team found that students had limited chances to participate in rigorous coursework or classroom discussions. Students rarely engaged in tasks requiring higher-order thinking skills. Several students could not articulate learning targets or describe how their work was evaluated. Although some of the Advanced Placement (AP) classrooms displayed research-based teaching practices, the use of these practices was inconsistent throughout the school. Many teachers indicated that they participated in Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) training about reviewing data but could not describe how the review of data impacted their teaching practices. Furthermore, the school's approach to progress



monitoring and communicating instructional expectations to stakeholders was inconsistent. The team found no indication that the school effectively used data to evaluate programs, measure the success of instructional strategies, or track progress toward improvement goals. To improve, the team emphasized, the school needs a collaborative improvement process that is consistent, promotes accountability, and focuses on student learning.

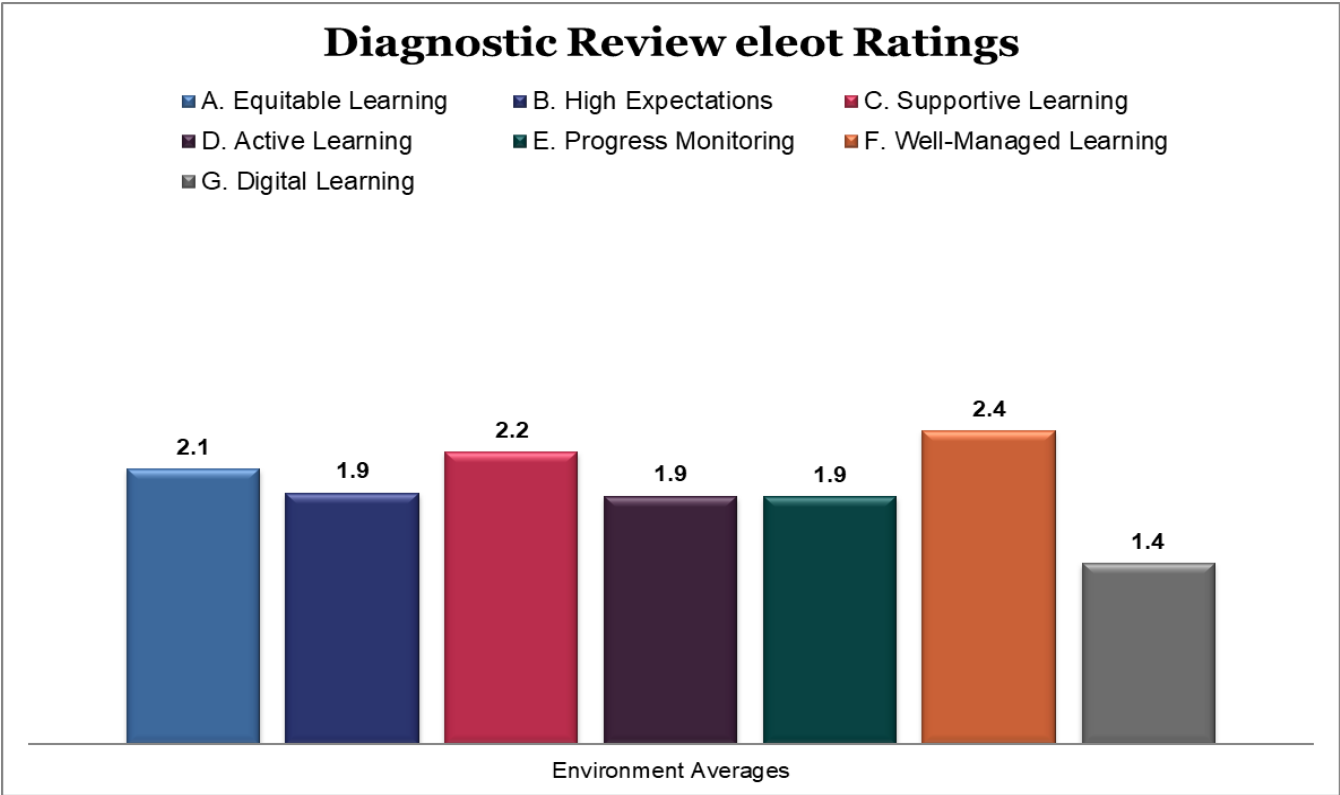
Potential Leader Actions:

- Establish high expectations for the quality of classroom instruction and the overall student experience.
- Restructure and monitor PLC expectations that support adjustments in instruction based on student needs identified through formative and summative data.
- Develop, implement, and monitor a system of walkthroughs and feedback/coaching expectations to promote and support the effective use of high-yield teaching strategies.

Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 35 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	63%	23%	14%	0%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	37%	49%	9%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	3%	23%	63%	11%
A4	1.5	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	69%	14%	14%	3%
Overall rating on a 4-point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	29%	49%	23%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	26%	43%	29%	3%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	40%	43%	17%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	29%	57%	14%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	31%	40%	26%	3%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	1.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	37%	34%	26%	3%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	31%	37%	26%	6%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	11%	40%	40%	9%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	11%	40%	34%	14%
Overall rating on a 4-point scale:			2.2			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	34%	46%	17%	3%
D2	1.9	Learners make connections from content to real-life experiences.	40%	31%	26%	3%
D3	2.1	Learners are actively engaged in the learning activities.	17%	54%	29%	0%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	49%	34%	14%	3%
Overall rating on a 4-point scale:			1.9			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	60%	20%	14%	6%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	46%	29%	3%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	26%	37%	31%	6%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	51%	31%	17%	0%
Overall rating on a 4-point scale:			1.9			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	11%	20%	51%	17%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	9%	43%	37%	11%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	31%	26%	37%	6%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	17%	49%	31%	3%
Overall rating on a 4-point scale:			2.4			

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.	54%	20%	17%	9%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	83%	9%	6%	3%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	94%	3%	3%	0%
Overall rating on a 4-point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 35 eleot observations in core content classrooms, which provided insight into instructional practices, student learning tasks, and student engagement. The team observed the school's commitment to promoting equity and inclusion. It was evident/very evident in 74 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." It was evident/very evident in 68 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other (F1)."

The team identified the Supportive Learning Environment as an area that could be improved to support student learning. It was evident/very evident in 49 percent of classrooms that "Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)." Additionally, in 48 percent of classrooms, it was evident/very evident that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." Learners who "demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)" were evident/very evident in 29 percent of classrooms. The low percentage indicates an area with room for growth. Additionally, observational data indicated that though culture is a strength, students are hesitant to take risks, as it was evident/very evident in 32 percent of classrooms that "Learners take risks in learning (without fear of negative feedback) (C2)."

Observational data showed that teacher talk was predominant during instruction. Most students were not actively engaged in instructional tasks. It was evident/very evident that learners were "actively engaged in the learning activities (D3)" in 29 percent of classrooms. Students who engaged in "discussions/dialogues/exchanges with each other and teacher predominate (D1)" were evident/very evident in 20 percent of classrooms. Likewise, students making "connections from content to real-life experiences (D2)" were evident/very evident in 29 percent of classrooms. The team observed little student discourse or active collaboration. Students collaborating "with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" were evident/very evident in 17 percent of classrooms.

Rigorous instruction and high expectations for learner tasks are noted areas with room for growth and were supported by stakeholders' perceptions about schoolwide Tier I instruction. In 17 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or are able to describe high quality work (B3)." In many of the classrooms that had teachers as floaters it was difficult to determine if the learning targets that were posted



had any connection to the course or content being presented. It was also evident/very evident in 23 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).” It was also evident/very evident in 14 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” In addition, it was evident/very evident in 32 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable (B2).” It was evident/very evident in 29 percent of classrooms that “Learners take responsibility for and are self-directed in their learning (B5).”

Additionally, many classrooms had a lack of student engagement, and students were observed using technology not aligned to the learning task. Observations revealed it was evident/very evident in 26 percent of classrooms that students “use digital tools/technology to gather, evaluate, and/or use information for learning (G1).” It was evident/very evident in nine percent of classrooms that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2).” It was evident/very evident in three percent of classrooms that students “use digital tools/technology to communicate and work collaboratively for learning (G3).”

Potential Leader Actions:

- Develop and implement a system that includes frequent walkthroughs, targeted feedback, and coaching cycles to improve instructional practices.
- Develop or plan professional learning activities that focus on rigor, depth of knowledge levels, active student engagement, and effective questioning strategies.
- Develop schoolwide expectations for lesson design, differentiated instruction, and small group instruction.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority 1

Develop, implement, and monitor common expectations and practices for Tier I instruction aligned to the Kentucky Academic Standards (KAS) using evidence-based instructional strategies.

Standard 21: Instruction is characterized by high expectations and learner-centered practices.

Findings:

Marion C. Moore (High School) student performance data, as detailed in the appendix to this report, showed that students performed below the state average in multiple areas during the 2021-22 school year. According to the Kentucky Summative Assessment (KSA), the percentage of students scoring proficient/distinguished was below the state average in every content area and for every grade level. Additionally, the percentage of students meeting ACT (formerly the American College Testing) benchmark scores in English, math, and reading was below the state average.

Looking specifically at English Learners (ELs) there was a mix of progress on the Accessing Comprehension and Communication in English State-to-State (ACCESS) assessment. Seven percent of students received 100 points, which was the same as the state average, while six percent received 140 points, which was above the state average. However, 65 percent of students did not progress and received zero points, and 20 percent received 60-80 points which was below the state average.

Classroom observation data, as previously discussed, revealed several issues within the school. There were limited opportunities for students to collaborate with each other, and many students were allowed to opt out of instruction, often engaging in activities such as gaming, sleeping, and watching videos. Additionally, many classrooms lacked student engagement, and a large percentage of students were actively using technology in non-instructional manners. The teacher's talk dominated the instruction. Also, the team rarely observed rigorous instruction and learning tasks. Additionally, there was a lack of posted learning targets in most classrooms, and when they were posted, instruction was rarely aligned with them.

Stakeholder interview data highlighted a number of concerns. Inconsistent enforcement of policies among teachers and between academics was noted, along with a need for true coaching with regular walkthroughs. Additionally, stakeholders indicated a need for rigorous instruction. Walkthroughs were found to be limited and inconsistent, and feedback was commonly a few short anecdotal statements and rarely resulted in coaching. Many teachers were not able to speak to instructional expectations.

Stakeholder perception and experience data revealed mixed results. The student survey found that 33 percent of students agreed/absolutely agreed that in the last 30 days, they "had lessons that were changed to meet my needs (13)." The educator survey showed that 50 percent of educators agreed/absolutely agreed that "at my institution, we uphold high expectations for learning (12)" and 69 percent of educators agreed/absolutely agreed that "At my institution, we deliver instruction that considers learners' needs, interests, and potential (8)." The family survey found that 64 percent of respondents agreed/absolutely agreed that "adults have high expectations for learning (10)", and 66 percent of those surveyed agreed/absolutely agreed that "adults use many types of information to help children learn (9)."



Lastly, a review of documents and artifacts revealed the lack of a walkthrough schedule and coaching and feedback process. There was also a lack of evidence of explicit instructional expectations and inconsistencies in the completion of the planning documents used during PLC meetings.

Potential Leader Actions:

- Set common expectations for Tier I instruction.
- Support staff in building capacity for consistency in lesson design and delivery.
- Provide training and support to teachers on effective instructional practices for EL students in the general education classroom.
- Calibrate the walkthrough tool to the instructional expectations.
- Develop and implement a walkthrough and feedback schedule.
- Use walkthrough data to increase instructional impact.

Improvement Priority 2

Establish, implement, and monitor a systems-driven continuous improvement process that includes an analysis of needs, goal setting, data-informed decision making, action steps, and a timeline with evaluation cycles for progress monitoring to improve organizational effectiveness.

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

Findings:

The school's four-year graduation rate is 87.7 percent, compared to 89.9 statewide, and the school's five-year graduation rate is 87.1 percent compared to 92 percent statewide. Furthermore, the percentage of students meeting the post-secondary readiness criteria was 63 percent, compared to 72.4 percent statewide. Additionally, the percentage of students with high demand meeting the post-secondary readiness criteria was 70.3 percent compared to 76.2 percent statewide.

Stakeholder interview data indicated that although there are times dedicated to PLC meetings, the school has no formalized plan. Also, stakeholders indicated a need for training in how to use data during PLC meetings to impact student achievement, as well as a formalized system for using data to improve, adjust, and deliver instruction to meet student needs. Stakeholders also noted that procedures and new initiatives are implemented with fidelity for a short period and then taper off, resulting in a lack of clarity and inconsistency. Furthermore, stakeholders revealed that data are collected, but there is limited analysis and planning for the next steps. Interview data indicated the school needs to revisit the vision and mission statements and collect input from various stakeholders. Stakeholders said that there is limited calibration among the leadership team in delivering support for PLCs, using protocols for data analysis, and providing coaching and feedback to teachers. The PLC process was described as simply checking a box rather than focusing on strategies to engage students and differentiate instruction. Finally, stakeholders noted inconsistent expectations for staff and students to adhere to established processes and procedures.

Stakeholder survey data revealed 37 percent of the students agreed/absolutely agree that "The adults try new things to improve our school (6)." Family survey data indicated that 65 percent of the families agreed/absolutely agree that "The adults try new things to improve our school (6)." Also, educator survey data disclosed that 62 percent of staff members agreed/absolutely agreed that "At my institution, we base our improvement efforts on learner needs (5)."

Although the team viewed some coaching logs, there was no documentation of a schoolwide formalized coaching and feedback plan. The focus of the Instructional Leadership Team was not clearly stated. Furthermore, although the school follows Dufour's PLC process, documents revealed that most PLC meetings focus mainly on the first step of the process, which is "What do we want students to know." A review of documents indicated that many PLCs used the time as common planning with their teammates. These documents and artifacts indicate there were expectations of the PLC leaders, but it is not clear how they are monitored for fidelity.

Potential Leader Actions:

- Refine the existing PLC structures to ensure the implementation of the continuous improvement cycle (e.g., analyze current data to identify needs, develop a collaborative goal, set commitments, review progress, and adjust as needed).
- Communicate and monitor common expectations and fidelity for the implementation of a consistent PLC protocol.
- Establish timelines and evaluation cycles for progress monitoring.



- Implement ongoing professional development to support data analysis, instructional delivery, coaching, feedback, differentiation, and engagement strategies.
- Use the Plan, Do, Study, Act protocol for continuous improvement efforts.

Your Next Steps

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

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

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

Principal Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

The Diagnostic Review Team examined the evidence, conducted observations, and interviewed stakeholders. The principal has created a positive and caring climate that supports a sense of belonging and value in diversity. After obtaining the CSI designation, the principal recognized the need to refocus. With support, the principal determined the following priorities to guide turnaround efforts: 1.) safe and supportive learning environment and 2.) high-expectations for teaching and learning. While initial steps for school turnaround have occurred, the team recommends support for the principal around three specific elements in the Professional Standards for Educational Leaders (PSEL) Standard 10.

A review of evidence and stakeholder interviews revealed limited use of data sources to drive a formalized decision-making process related to continuous school level and classroom improvement. The Cognia Survey indicated 62 percent of educators agreed/absolutely agreed that "At my institution, we base our improvement efforts on learners' needs (5)." Evidence and stakeholder interviews support a need for the principal to hold stakeholders accountable and responsible for communicating and implementing a consistent continuous improvement process across the organization. The principal should systematically guide the coalition of stakeholders in an evidence-based, continuous improvement process that includes the following: established priorities/goals, needs assessment analysis, triangulation of data, creating action steps for goal attainment, establishing a periodic monitoring timeline (e.g., 30-60-90-day planning), and defining timelines for communication updates (PSEL10 Element D).

A primary responsibility of the principal is to improve professional practice and growth among teaching staff with evidence-based practices. Stakeholder interviews and observations indicated a need for common instructional practices across all grade levels and a cohesive view of learning. The principal should develop ongoing professional learning opportunities grounded in research around high-yield instructional strategies. While energy and focus have been on soft skills and non-cognitive needs, the principal should ensure a guaranteed and viable curriculum based on the KAS is implemented and protocols are established and monitored to identify instructional gaps (PSEL10 Element F).

The principal has appointed administrators in the building to collect data and build data dashboards. However, stakeholder interviews suggested a lack of clarity for what data to collect and protocols to use for analysis. The principal needs to lead the school in the analysis and interpretation of the data to move forward. A review of evidence and stakeholder interviews revealed limited implementation of the data collection system, no formal process for teachers to report data, and limited use of data to drive a formalized decision-making process related to continuous improvement and student achievement. The principal should help the school's PLCs with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing, collaborative creation of student-centered lessons, and analysis of data, including the next steps that will impact student achievement. The PLC design should allow for an analysis of common formative assessments, benchmarks, and unit tests to determine instructional support for students (PSEL10 Element G).



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
Senaca Baines	Senaca Baines has 22 years of experience as a teacher and administrator. He is currently the student services administrator and virtual administrator in Jasper County School District in Ridgeland, South Carolina. Senaca is endorsed as a transformational leader via his completion of the South Carolina Transformation Leadership Academy. Senaca has 13 years of experience as a middle and high school administrator.
James Carrier	James Carrier is a 26-year veteran educator. Since 2021, he has served as an Educational Recovery Leader (ERL) with the Kentucky Department of Education. James served as principal of Stanford Elementary and Highland Elementary in Lincoln County, Kentucky for 10 years. He has experience as an academic program consultant, library media specialist, and classroom teacher.
Vangie Altman	Vangie Altman has 33 years of experience in education. She has taught at all three levels and served as the district gifted and talented coordinator at Campbellsville Independent School System. For the last 13 years, Vangie has served as an Educational Recovery Specialist (ERS) with the Kentucky Department of Education. She is currently retired and serves as a facilitator and coach for The Institute for Performance Improvement in Georgia and as a Diagnostic Review team member for the Kentucky Department of Education.
Tim Huddleston	Tim Huddleston currently serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education. He serves the Additional Targeted Support and Improvement (ATSI) schools. He has 29 years of experience, serving as a middle school classroom educator, high school assistant principal, middle and high school principal, and School Improvement Specialist. He completed the School Improvement Specialist (CSIS) and National Institute of School Leadership (NISL) programs.
Martha Tudor	Martha Tudor currently serves as a district teaching and learning coach for Warren County Public Schools in Kentucky. She is a specialist in science and literacy and a facilitator of ongoing professional learning for the district's instructional coaches. Martha has been a professional educator for nearly 20 years, having served as a science teacher and a Spanish teacher at the middle and high school levels, a mentor to pre-service teachers, an athletic coach, and an instructional coach.
Debora Williams	Debora Williams is a retired educator now serving as Cognia's regional director supporting member institutions in North Carolina. Debora served as a high school teacher in Virginia and North Carolina. She spent most of her career at the North Carolina Department of Public Instruction as a consultant and section chief in curriculum and instruction, then transitioned to guiding the state's initiative to raise achievement and close performance gaps, and finally facilitated the state superintendent's and North Carolina's General Assembly's graduation and dropout prevention efforts.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

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

Key Characteristic 3: Engagement of Learning

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

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

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

Key Characteristic 4: Growth in Learning

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

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

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

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

Student Performance Data

School Name: Marion C. Moore (High School)

2021-22 Kentucky Summative Assessment (KSA) High School Performance Results

Content Area	%P/D School (21-22)	%P/D State (21-22)
Reading	25	45
Math	19	38
Science	7	15
Social Studies	17	35
Editing and Mechanics	27	48
On Demand Writing	13	38

Plus

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

Delta

- The high school performed below the state average in every content area and grade level for students scoring proficient/distinguished.

English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	65	66
Percent Score of 60-80	20	23
Percent Score of 100	7	7
Percent Score of 140	6	2

Plus

- Seven percent of high school EL students received 100 points for progress on the ACCESS assessment in 2021-22, which was at the state average.
- Six percent of high school EL students received 140 points for progress on the ACCESS assessment in 2021-22, which was above the state average.

Delta

- Sixty-five percent of high school EL students did not progress on the ACCESS assessment and received zero points.
- Twenty percent of EL students received 60-80 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	24	46
Reading	24	45
Math	10	30

Plus

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

Delta

- The high school performed below the state average in the percentage of students meeting ACT benchmark scores in English, math, and reading for the 2021-22 school year.

Graduation Rate

Year	School 4-Year	State 4-Year	School 5-Year	State 5-Year
2021-22	87.7	89.9	87.1	92.0

Plus

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

Delta

- The school's four-year graduation rate is 87.7 percent, compared to 89.9 statewide.
- The school's five-year graduation rate is 87.1 percent, compared to 92.0 statewide.

Percentage of Students Meeting Criteria for Post-Secondary Readiness

Year	School	State	Students w/ High Demand – School	Students w/ High Demand – State
2021-22	63.0	72.4	70.3	76.2

Plus

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

Delta

- The percentage of students meeting the post-secondary readiness criteria was 63 percent, compared to 72.4 percent statewide.
- The percentage of students with high demand meeting the post-secondary readiness criteria was 70.3 percent, compared to 76.2 percent statewide.



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	25	19	N/A	N/A	N/A	N/A
Female	29	19	N/A	N/A	N/A	N/A
Male	22	20	N/A	N/A	N/A	N/A
African American	14	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	43	36	N/A	N/A	N/A	N/A
Hispanic or Latino	34	23	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)	29	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	24	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	30	28	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	28	20	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	31	22	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	30	22	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	25	19	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

- The percentage of grade 10 Asian students scoring at the proficient/distinguished level in reading was 43 percent, compared to 25 percent for all students.
- The percentage of grade 10 Hispanic or Latino students scoring at the proficient/distinguished level in reading was 34 percent, compared to 25 percent for all students.
- The percentage of grade 10 non-EL students scoring at the proficient/distinguished level in reading was 31 percent, compared to 25 percent for all students.
- The percentage of grade 10 Asian students scoring at the proficient/distinguished level in math was 36 percent, compared to 19 percent for all students.
- The percentage of grade 10 non-economically disadvantaged students scoring at proficient/distinguished in reading was 28 percent, compared to 19 percent for all students.

Delta

- The percentage of grade 10 African American students scoring proficient/distinguished in reading was 14 percent, compared to 25 percent for all students.



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	7	17	27	13
Female	N/A	N/A	*	13	29	16
Male	N/A	N/A	5	20	25	11
African American	N/A	N/A	*	*	16	*
American Indian or Alaska Native	N/A	N/A	*	*	*	*
Asian	N/A	N/A	*	*	*	*
Hispanic or Latino	N/A	N/A	10	12	29	*
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	*
Two or More Races	N/A	N/A	*	*	*	*
White (non-Hispanic)	N/A	N/A	*	25	34	18
Economically Disadvantaged	N/A	N/A	6	14	24	11
Non-Economically Disadvantaged	N/A	N/A	9	23	33	19
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	8	18	28	14
English Learner Including Monitored	N/A	N/A	*	*	11	*
English Learner	N/A	N/A	*	*	*	*
Non-English Learner	N/A	N/A	8	20	32	16
Non-English Learner or Monitored	N/A	N/A	8	19	31	16
Foster Care	N/A	N/A	*	*	*	*
Gifted and Talented	N/A	N/A	*	*	*	*
Non-Gifted and Talented	N/A	N/A	7	17	27	13
Homeless	N/A	N/A	*	*	*	*
Migrant	N/A	N/A	*	*	*	*
Military Dependent	N/A	N/A	*	*	*	*

Plus

- The percentage of grade 11 white (non-Hispanic) students scoring proficient/distinguished in social studies was 25 percent, compared to 17 percent for all students.
- The percentage of grade 11 white (non-Hispanic) students scoring proficient/distinguished in editing and mechanics was 34 percent, compared to 27 percent for all students.
- The percentage of grade 11 non-economically disadvantaged students scoring proficient/distinguished in editing and mechanics was 33 percent, compared to 27 percent for all students.

Delta

- The percentage of grade 11 African American students scoring proficient/distinguished in editing and mechanics was 16 percent, compared to 27 percent for all students.
- The percentage of grade 11 EL students, including monitored students, scoring proficient/distinguished in editing and mechanics was 11 percent, compared to 27 percent for all students.

Schedule

Tuesday, January 17, 2023

Time	Event	Where	Who
2:00 p.m. – 3:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. -- 5:00 p.m.	Principal Presentation	Marion C. Moore	Diagnostic Review Team Members and Principal

Wednesday, January 18, 2023

Time	Event8	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 19, 2023

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Friday, January 20, 2023

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