Cognia Diagnostic Review Report

Results for:

Coleridge-Taylor Montessori Elementary

Dec. 2-5, 2024

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Contents

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	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	2
Certified Staff	33
Noncertified Staff	18
Students	53
Parents	6
Total	115

Performance Standards Evaluation

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

The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

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

Strengths and Continuous Improvement:

The Diagnostic Review Team observed a clean facility where adults greeted children. The team noted a return to an early start time this year and a transition to having only two buses provided for exceptional education students, whereas, in previous years, bus transportation had been provided for all students. Limited access to transportation and the demolition of housing within the school's pedestrian vicinity led to a significant reduction in the student population. This reduction in enrollment resulted in the loss of two teaching positions now supported through Montessori grant funds. The average class size was approximately 15 students.

Interview and informal observational data revealed that staff members supported each other and cared about the well-being of students. The love of students was the primary reason most staff members cited as their motivation for working at this school. Secondly, teachers shared their familial connection to their teaching teams as the reason they love the school. The challenges of the school's location and prior violence (e.g., shootings observed from the playground) have created safety concerns for many staff members. However, once in the building, staff members said they were not concerned for their safety. Parents echoed that sentiment about safety in the school, as 87% of family members agreed/absolutely agreed that "the adults think about children's safety when making decisions (3)."

The administrator regularly communicates with parents and families through the Monarch Messenger. This practice may have contributed to 84% of families who agreed/absolutely agreed that "the adults know and do their work well (11)." Stakeholder interview data indicated that parents appreciate the communication but would better understand it if the vocabulary included less educational jargon and was written in plain language. Parents reported that they did not understand the data or charts but appreciated the consistent communication.

The Diagnostic Review Team suggests the school implement and monitor a professional development plan, including training on differentiated instruction. Monitoring the professional development plan is critical since, as indicated by artifacts (e.g., Heggerty Training, Literacy Treatments 24-25, student performance data analysis, the plan, do study, act work staff meeting on 10/15/2024) and stakeholder interviews, professional development was not implemented with fidelity or occurring consistently. Students indicated that teachers occasionally implement new practices, as 58% agreed/absolutely agreed that "the adults try new things to make our school better (6)." Observational data also revealed that instances where learners engaged in "differentiated learning opportunities and/or activities that meet their needs (A1)" were evident/very evident in 9% of classrooms.

The team noted that kindergarten classroom teachers were implementing Montessori strategies. Teachers were prepared and reported enjoying their interactions with students. Conversely, further observations revealed that in some classrooms throughout the rest of the school, teachers were unprepared; therefore, students were off task, increasing the risk of misbehavior. Some teachers seemed unaware of classroom management strategies such as proximity and voice tone. The principal presentation, stakeholder interviews and a review of the budget document addressed teacher turnover concerns and described how recruitment/retention issues have led to more alternative certification and Option Six teachers with little experience. Some positions were filled after the start of the school year, while other teaching positions remained unfilled in December. Except for a few classrooms,

student behavior was a significant concern. Likewise, the team was concerned about the school climate. Many students reiterated this apprehension, sharing that they were worried about their safety because of other students fighting at school. Among adults, high turnover and mistrust or the perception of possible retaliation by the administration was a consistent concern voiced in stakeholder interviews, reiterating the Diagnostic Review Team's concern about school climate.

The school was designated for comprehensive support and improvement (CSI) in 2019. As of 2024-2025, the school entered a more rigorous intervention (MRI) designation. The school has received additional assistance to improve student achievement and performance over the last few years. The 2023-2024 comprehensive school improvement plan (CSIP) contained data, goals and action steps that support the school's continued efforts to exit CSI status.

The Diagnostic Review Team found that professional learning community (PLC) meetings occur every Tuesday and Thursday. A positive behavioral interventions and supports (PBIS) plan is in place; however, only some teachers are following the plan. Stakeholder interview data revealed that coaches are covering classes because of high teacher turnover and staffing vacancies. Therefore, coaches are often unable to provide support, leaving teachers to implement PBIS with low fidelity. Additionally, with high teacher turnover and open positions late into the school year, many new teachers are not trained on PBIS.

Daily walkthroughs were conducted by the administrator and documentation of administrator feedback was provided in the school's evidence. However, according to stakeholder interviews, because teachers are often pulled into other teachers' classrooms to substitute, planning periods were frequently lost, preventing the feedback generated via classroom walkthrough observations from being provided to teachers. The team noted a lack of evidence to demonstrate a 30-60-90-day plan or monitoring of the CSIP goals.

A review of artifacts and interview data confirmed that some programs exist to support teaching and learning, such as the University of Florida Institute (UFLI), which was not observed or noted as being used for phonics intervention. Additionally, teachers in grades 2-5 have been trained in and are implementing a process called Name and Claim. Other trainings that have taken place include on demand writing, Amplify Science curriculum pilot and Character Strong.
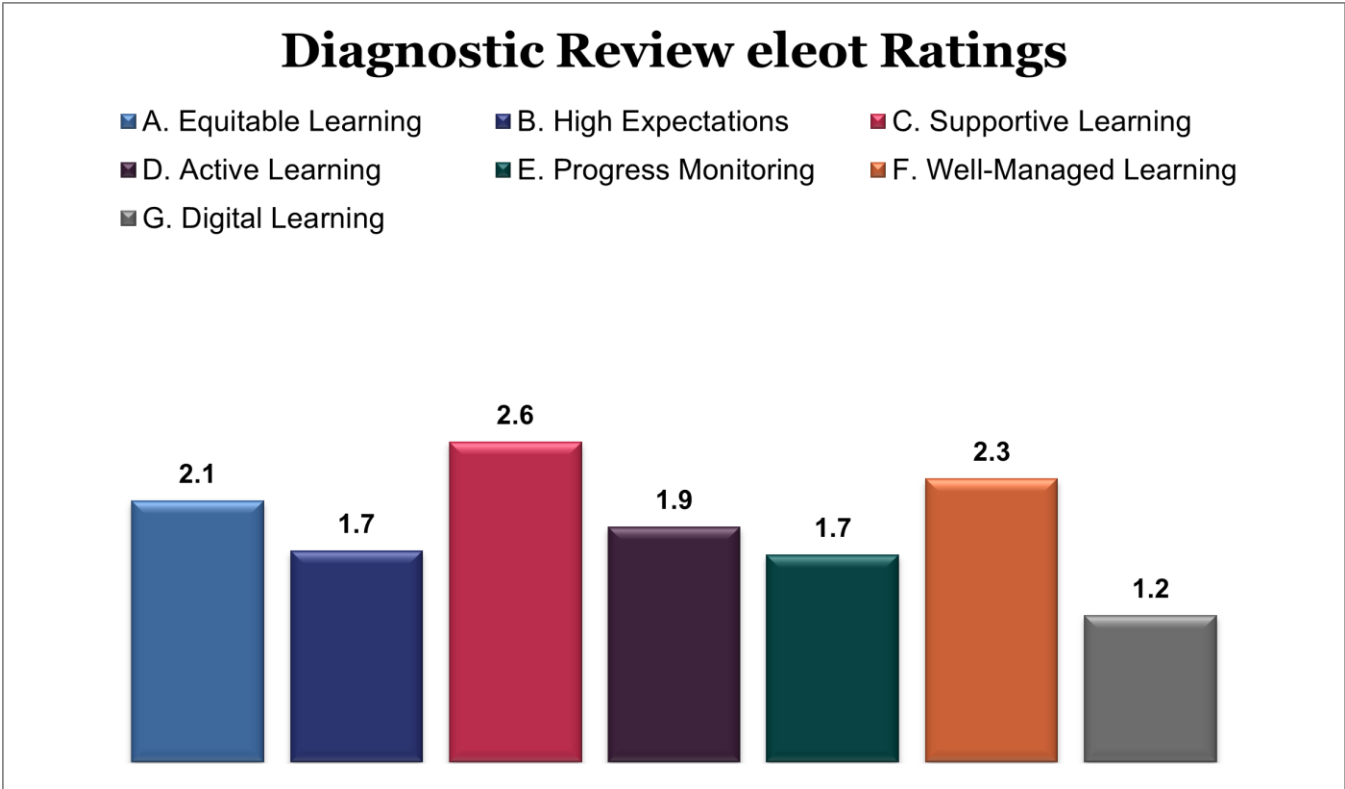
While there is much opportunity for growth at Coleridge-Taylor Montessori Elementary, the Diagnostic Review Team observed and interviewed compassionate teachers who expressed love for their students and are motivated to learn how to scaffold better and differentiate instruction to meet their needs. The challenge expressed by teachers is providing rigorous Tier 1 instruction aligned to grade-level standards for students who cannot read. This aligns with observational data that showed it was evident/very evident in 13% of classrooms that students engaged "in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." The team recommends that the school consistently implement behavior strategies and systems of support to help teachers regularly use instructional strategies that engage students in rigorous instruction to meet student needs and improve outcomes.

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 32 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.

Diagnostic Review eleot Ratings

Legend:
- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

Values:
- A: 2.1
- B: 1.7
- C: 2.6
- D: 1.9
- E: 1.7
- F: 2.3
- G: 1.2

A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	47%	44%	6%	3%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	25%	22%	38%	16%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	13%	22%	41%	25%
A4	1.6	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	50%	41%	9%	0%
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	1.7	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	44%	47%	6%	3%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	28%	59%	6%	6%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	66%	31%	3%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	47%	41%	13%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	44%	28%	19%	9%
Overall rating on a 4-point scale:	1.7					

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	9%	38%	34%	19%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	13%	38%	28%	22%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	9%	44%	31%	16%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	19%	25%	13%	25%
Overall rating on a 4-point scale:		2.6				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	25%	44%	19%	13%
D2	1.6	Learners make connections from content to real-life experiences.	56%	31%	13%	0%
D3	2.1	Learners are actively engaged in the learning activities.	22%	56%	13%	9%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	47%	31%	19%	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	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	69%	25%	6%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	34%	38%	19%	9%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	38%	34%	16%	13%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	78%	19%	0%	3%
Overall rating on a 4-point scale:		1.7				

**F. Well-Managed Learning Environment**

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.6	Learners speak and interact respectfully with teacher(s) and each other.	9%	38%	34%	19%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	47%	25%	16%
F3	2.0	Learners transition smoothly and efficiently from one activity to another.	34%	41%	13%	13%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	31%	41%	16%	13%
Overall rating on a 4-point scale:		2.3				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	88%	6%	3%	3%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	88%	9%	0%	3%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	3%	6%	0%
Overall rating on a 4-point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 32 classroom observations in all core content areas and additional informal observations in other classrooms and throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and student learning. The Digital Learning Environment had the lowest overall average rating of the seven learning environments, with a 1.2 on a 4-point scale.

The Supportive Learning Environment, while an area for improvement, earned the highest overall average rating with a 2.6. In 53% of classrooms, it was evident/very evident that "learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1)." Stakeholder interview data overwhelmingly indicated that teachers are drawn to the school because of their love for the students, which was evident in some classrooms. Teachers' rapport with students was evident/very evident in 50% of classrooms, where learners' willingness to "take risks in learning (without fear of negative feedback) (C2)" demonstrated a supportive learning environment.

Observational data indicated that it was evident/very evident in 47% of classrooms that "learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3)", reiterating that strategies are not in place for one of the school's challenges, which is to decrease the percentage of students reading below grade level as measured by the Measure of Academic Progress (MAP) assessment and the Kentucky Summative Assessment (KSA).

According to stakeholder interviews, learners are instructed in small groups for intervention. However, observational data revealed it was evident/very evident in 9% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." The team was concerned about the lack of differentiated learning tasks to meet student needs and manage classroom behavior. Stakeholder interviews revealed a need for professional learning connected to differentiated instruction, instructional strategies and data analysis. Teachers also shared concerns about teaching grade-level standards for students who need tiered intervention.

More optimistic practices were identified in some classrooms, where Montessori strategies were thoughtfully implemented. In these classrooms, the team observed a greater sense of purposeful community and engagement. The student-to-teacher rapport was greater when engagement was higher. The team found a PBIS system with points as a common vernacular among staff and students for behavior incentives. Observational data revealed that learners who "speak and interact respectfully with teacher(s) and each other (F1)" were evident/very evident in 53% of classrooms.

Although the Well-Managed Learning Environment received the second-highest overall rating, teacher turnover and staffing challenges negatively affect the learning environment. At this point in the school year, classroom expectations and routines, if in place, are easily observable. It was evident/very evident in 29% of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)." Classroom management was a significant concern of the team based on interview and observational data as the team observed several instances in which students were disruptive in classrooms.

Additionally, the Active Learning Environment emerged as a concern, as it likely contributes to classroom management issues due to a lack of learner engagement. To illustrate the concerns with teacher-led instruction, it was evident/very evident in 22% of classrooms that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." There were few opportunities for students to collaborate and interact with peers based on observational data. In 13% of classrooms, it was evident/very evident that "learners make connections from content to real-life experiences (D2)", and in 22% of classrooms, it was evident/very evident that "learners are actively engaged in the learning activities (D3)."

Evidence of students monitoring their own learning was limited. For example, observational data revealed that students who "monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)" were evident/very evident in 6% of classrooms and learners who "understand and/or are able to explain how their work is assessed (E4)" were evident/very evident in 3% of classrooms. It was evident/very evident that "learners demonstrate and/or verbalize understanding of the lesson/content (E3)" in 29% of classrooms. Additionally, an area of growth for the school is creating engaging learning opportunities for students and providing students with feedback about their work. Students who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)" were evident/very evident in 28% of classrooms.

The lack of high expectations observed in many classrooms also concerned the team. For example, in 3% of classrooms, it was evident/very evident that "learners demonstrate and/or are able to describe high quality work (B3)." Although learning targets were posted in classrooms, observational data revealed that "learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" was evident/very evident in 9% of classrooms. It was also evident/very evident in 12% of classrooms that "learners engage in activities and learning that are challenging but attainable (B2)", highlighting the need for differentiated instruction that meets individual learner needs. Observational and interview data revealed that the PBIS system was inconsistently implemented across the school, which has implications for maximizing instructional minutes. In 13% of classrooms, it was evident/very evident that learners were engaged in "rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)." Higher levels of rigor would engage students, but teachers need strategies and systems to manage their classrooms and individualize learning based on findings from data analysis.

The Digital Learning Environment received the lowest overall rating of 1.2. While students had access to technology, the team identified students' use of technology to learn as a growth area. Stakeholder interview data indicated that digital tools were used to supplement instruction in some classrooms. The team suggests that the school use digital tools to increase rigor by differentiating instruction and motivating and engaging students. For example, in 3% of classrooms, it was evident/very evident that "learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning (G2)." By implementing digital tools for academic instruction and meeting students where they are, rigor and therefore, engagement would be improved. Similarly, it was evident/very evident that learners use "digital tools/technology to gather, evaluate, and/or use information for learning (G1)" in 6% of classrooms. Although the team observed some students using digital tools

in classrooms, this is an area for growth, especially for differentiating instruction and meeting student's individual learning needs.

By carefully examining data from classroom observations for all items across the seven learning environments, the school staff and leaders can identify additional areas to leverage that could improve instructional capacity and increase student learning. In addition, the Improvement Priorities outlined within this report will guide the school in prioritizing areas of focus.

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 with stakeholders to monitor and revise the CSIP and other data-driven processes (e.g., academic intervention plan, behavioral plan). Implement processes with fidelity to increase student achievement by ensuring rigorous instruction and employing a variety of assessment practices (e.g., common formative assessments).

Standard 11: Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing learning environments.

Findings:

The 2022-2023 and 2023-2024 KSA data, as detailed in the appendix of this report, suggested the school had not established an effective process or protocol for monitoring and adjusting instruction to increase student achievement. Student performance data from both the 2022-2023 and 2023-2024 school years showed that 100% of grade levels scored lower than the state average on the KSA in all content areas. Stakeholder interview data confirmed a lack of awareness about the CSIP, and the team found little evidence about how it is monitored. The principal shared that she is waiting for the December 2024 Diagnostic Review Report results to update the Goal Builder template. The Diagnostic Review Team highly recommends that teachers, faculty and parents be involved in this process and given a voice in decision-making as an initial step in building a community and changing the culture. Systems, including the CSIP, need to be regularly monitored and revised to guide and define how the school will improve student outcomes and achievement.

Additionally, systems need to be developed, implemented, monitored and refined to ensure all staff understand the PBIS program. Although an artifact entitled Student Support and Intervention List contained behavioral interventions, stakeholder interview data confirmed that it was not actively implemented. The 2023-2024 PBIS Handbook includes a PBIS plan and evidence that Monarch 3 (i.e., behavior expectations) were present in the building. Stakeholder interview data revealed that the coaches have been substituting in classrooms due to teacher shortages, resulting in inconsistent implementation of PBIS. Interview data indicated the lack of administrator visibility throughout the building contributed to low staff morale. Observational data indicated that teachers and students have knowledge of the PBIS points but little comprehensive understanding of the PBIS system. Additional stakeholder interview data revealed inconsistencies in implementing behavior consequences for students. The Diagnostic Review Team observed noncompliance from students, students being off task, profanity from students, students standing on tables, lying on tables, escalating behavior, yelling at peers and attempting to harm other students physically. Stakeholder interview data revealed that staff members perceived that student behavior, and the lack of consequences for students, impede learning. Many staff members shared that they felt behavior issues were not being addressed.

Student engagement and behavior go hand in hand; therefore, high expectations for students apply to academic rigor and behavior. Even though the principal presentation demonstrated a green heat map showing progress on student behavior, the team recommends that the school revisit the 2020 Diagnostic Review Improvement Priority 2, which states, "Review, revise, implement, and monitor the school's behavior management system to ensure all students are held to high expectations by all school personnel, thereby promoting a safe learning environment and positive school culture for all staff and students." Although the principal presentation and stakeholder interview data indicated a reduction in school-based discipline office referrals since 2023-2024, observational data showed that student behavior impeded the creation of an environment conducive to learning.

Classroom observation, survey and interview data indicated the need for an efficient data system in core content areas. The Diagnostic Review Team suggests that the school go beyond the collection and analysis of data and use findings to make decisions to augment instruction to address individual student needs by providing enhanced Tier 1 instruction. The team found little evidence of common formative assessments or formative assessment data to aid teachers in instructional decision-making. Stakeholder interviews and a review of the KSA Data Analysis & PDSA Work (Staff Meeting 10/15/2024) document showed that the administration is transparent and data focused; however, the team was concerned that only specific students were the focus, as was demonstrated on the 24-25 Name and Claim artifact. Stakeholder interviews and the data wall-literacy artifact showed KSA and MAP data. The data wall-literacy consisted of only cut scores.

As shared, data systems such as KSA and MAP were in place to monitor student progress, but the team found a lack of systems to ensure that curriculum and instruction meet the learning needs of individual students. Observational data demonstrated that few classroom educators provided differentiated instruction. For example, it was evident/very evident that learners were engaged in "differentiated learning opportunities and/or activities that meet their needs (A1)" in 9% of classrooms, and 54% of students agreed/absolutely agreed that "in the past 30 days I had lessons that were changed to meet my needs (13)." Stakeholder interview data also revealed that students wanted more challenging learning experiences. Teachers reported that after analyzing data, they desired to learn more about how to apply their findings to adjust instruction, scaffold learning and improve their teaching to meet Tier 1 learners. While perception data showed that 54% of educators agreed/absolutely agreed that "at my institution, we deliver instruction that considers learners' needs, interests, and potential (8)", observational data revealed that in 12% of classrooms, it was evident/very evident that "learners engage in activities and learning that are challenging but attainable (B2)." Also, in 3% of classrooms, it was evident/very evident that "learners demonstrate and/or are able to describe high quality work (B3)."

Although stakeholder interview data indicated that professional learning was available to staff members on various topics related to teaching and learning, interview data revealed limited planned professional learning on interpreting and applying data to modify pedagogy to improve student outcomes. Teachers have received professional development in Heggerty Training, Literacy Treatments 24-25, KSA Data Analysis & PDSA Work (Staff Meeting 10/15/2024). While data were often a topic and entered into tables during meetings, according to stakeholder interviews, the application of data to modify instruction was not discussed. The team suggests the school embed a focus on improving student outcomes by improving professional practices in its CSIP. To do this, continuous improvement efforts need to embed professional learning focused on collecting, analyzing and applying data to modify instructional strategies based on a variety of assessment data.

Potential Leader Actions:

- Collaborate with stakeholders to revisit, revise and develop the CSIP and other program plans (e.g., academic intervention plan, behavioral plan) to build collective ownership and accountability for improved student achievement.

- Revisit Improvement Priority 2 from the 2020 Diagnostic Review to ensure expectations for consistently implementing the school's behavioral plan for school-wide behaviors and classroom management are understood, monitored and supported through coaching for effective implementation.

- Apply and modify evidence-based instructional strategies using the collection and analysis of various assessment data.

Improvement Priority 2

Collaborate with stakeholders, including district leaders, to develop a process that reduces teacher turnover and improves the school climate to strengthen instructional capacity and enhance student learning. Ensure teachers consistently and deliberately plan and implement evidence-based strategies (e.g., student collaboration and reflection, critical thinking) and interventions to address the learning needs of each student.

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

Findings:

As stated in Improvement Priority 1, the 2022-2023 and 2023-2024 KSA data, as detailed in the appendix of this report, demonstrated that student performance from both 2022-2023 and 2023-2024 was below the state average in all areas. Stakeholder interview data and the master schedule revealed that high teacher turnover is a consistent concern.

In 2023-2024, the district changed the school's start time to a later one, which interview data indicated impeded teachers' ability to attend doctor appointments and drop their children off at school. This impacted teacher retention, according to the principal. However, the principal lobbied with the district to make the start time earlier to help recruit and retain staff. Communication and support from the district regarding start time changes positively impacted student instruction, as was found to be evident in an email dated Jan. 3 where the administrator documented the approximate loss of 84,000 minutes of instruction resulting from a later start time in 2023-2024. Continued communication, collaboration and support between the district and the principal is necessary to overcome recruitment, staffing and support challenges regarding the depth of instructional resources and professional development for teachers who have various professional experiences.

In addition, based on stakeholder interviews and survey data, the school climate needs improvement to reduce turnover. Students commented that they were afraid of other students fighting. Survey data showed that 65% of students agreed/absolutely agreed that "the adults make us feel welcome (1)" and 59% of students agreed/absolutely agreed that "the adults make us feel safe (3)." In addition, 60% of educators agreed/absolutely agreed that "we make learners, families, and each other feel welcome (1)." A positive environment creates a culture where teachers want to work. It would be advantageous for the school to create an environment where teachers want to attend every day and students feel loved and can learn. Such changes can positively impact turnover by improving the quality of faculty recruitment and retention. Faculty members expressed genuine concern about possible retaliation for speaking with the Diagnostic Review Team. The team noted a concern that improving student outcomes will remain difficult, especially given the high turnover of teachers.

According to the principal presentation, stakeholder interview data and artifacts (i.e., Jan. 3 email), there was significant turnover due to a later start time in 2023-2024. Although the start time was pushed back in 2024-2025, turnover rates were still high. For example, vacancies were still open at the time of the Diagnostic Review in December 2024. The staff consists of several alternative certification teachers, some of which had served as teaching assistants at the school previously. Some staff members had no teaching experience or training, while others came to the school with extensive teaching backgrounds or as Option 6 teachers. Because of the staffing shortage, specialty teachers cover other areas such as the library, exceptional education or gifted/talented one day per week, and instructional coaches often serve as substitutes or teachers rather than instructional coaches.

According to the stakeholder interview and artifact data, significant work had been done on the school's vision and Montessori mission previously; given the high turnover, the team only observed Montessori strategies in the early elementary classrooms, where the teachers had minimal turnover in 2024-2025. Interview and observational data provided little evidence that the mission and/or values were embedded in schoolwide systems and processes. Also, the team could not confirm that the vision or mission served as the lens by which decisions were made to improve student outcomes and professional practice.

Observational, stakeholder and interview data indicated the need for systemic change to the climate at Coleridge-Taylor Montessori Elementary School. Perception data showed that 56% of students agreed/absolutely agreed that "the adults take time to get to know me (4)" and 67% agreed/absolutely agreed that "the adults treat us with respect (2)." Similarly, 62% of educators agreed/absolutely agreed that "at my institution, we keep our learners' well-being as a priority in everything we do (11)."

Overwhelmingly, teachers stated that they taught at Coleridge-Taylor Montessori Elementary School because they loved the children and the colleagues on their teams, yet 65% of educators agreed/absolutely agreed that "at my institution, we work closely with each other and our stakeholders to support learners (6)." Stakeholder interview data confirmed that teachers need strategies and professional development to learn how to apply the data they are collecting and the knowledge of how to individualize lessons to meet student's individual levels. Observational data reiterated the lack of rigor and higher order thinking. For example, it was evident/very evident in 22% of classrooms that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Additionally, it was evident/very evident that learners were monitoring "their own progress or had mechanisms whereby their learning progress is monitored (E1)" in 6% of classrooms, which is an evidence-based practice. By partnering with the district to create a professional development plan appropriate for the varying levels of experience and types of certifications and ensuring that it is implemented with fidelity, teachers can learn skills to engage the learners with evidence-based best practices.

Potential Leader Actions:

- Develop, implement, monitor and adjust a recruitment and retention program with the district.

- Develop, implement, monitor and adjust the apprentice and veteran professional development programs with consistent follow-through in partnership with the district.

- Increase communication among staff to reduce trust concerns.

- Increase the administrator's visibility within the building.

- Develop a positive school culture of professional collaboration and support that is free of fear for every adult and child.

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 its plans to continuously strive for improvement.

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

- Review and share the findings with stakeholders.

- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.

- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.

- Celebrate the successes noted in the report.

Additional Review Elements for More Rigorous Intervention (MRI) Schools

Coleridge-Taylor Montessori Elementary School underwent its first Diagnostic Review in 2019-2020. This additional review considers the specific actions taken by the school since its prior review. The school has maintained the same principal but has had a turnover of multiple teachers and administration. Teacher retention for 2022-2023 was 56%, and for 2023-2024, teacher retention was 66.7%.

The prior Diagnostic Review of the school yielded three improvement priorities. Improvement Priority 1 instructed the school to review, revise and commit to a mission, vision and set of shared values and beliefs about instructional pedagogy, high expectations and rigor. Improvement Priority 1 was to ensure all students receive equitable, challenging and engaging learning experiences and to embed these principles into all schoolwide systems and processes, including continuous improvement, instruction and professional development plans to promote a positive learning culture and engage all stakeholders. Through the team's review of CSIP and turnaround plan documents, an activity to engage all stakeholders in the review and revision process of the school's vision and mission to promote a positive learning culture and ensure that all students have optimal opportunities for academic success was included every year since 2020. However, the principal stated in her presentation that she has not revisited the mission and vision since 2020 and has since had a huge turnover of teachers for the past two years. Therefore, her next steps will be to revise mission and vision statements based on stakeholder feedback as well as to revise and commit to the instructional vision for literacy and math.

Improvement Priority 2 directed the school to review, revise, implement and monitor the school's behavior management system to ensure all students are held to high expectations by all school personnel, thereby promoting a safe learning environment and positive school culture for all staff and students. The school purchased the Character Strong social emotional learning curriculum, developed some behavior expectations in the Monarch 3 and implemented PBIS behavior points as a reward system for good hallway behavior. While the school has seen a little decline in behavior referrals, observation evidence shows that behavior is still a growth area. Evidence shows that behavior initiatives are being implemented at different levels of fidelity. In addition, progress monitoring of said initiatives is limited and sporadic. There is limited evidence to suggest that teachers have been properly trained in the materials or necessary safety measures when working with specific student populations. Evidence shows there is little understanding of expectations on behavioral processes and no systems in place to inform decisions. Finally, classroom observations showed little student engagement and a lack of high-yield instructional strategies being implemented, which contributed to behavior challenges and issues. Therefore, the principal's next steps should be to reevaluate and seek stakeholder feedback on the current behavior system for fidelity and make adjustments to ensure stakeholder well-being and a positive learning environment.

Improvement Priority 3 directed the school to create, implement and evaluate a professional development plan by creating a calendar of purposeful professional learning aligned with the school's CSIP and turnaround plan, ensuring professional learning results in documented improved learner achievement and professional practice. While the school has completed a professional development plan within its CSIP, the high teacher turnover rate contributes to a lack of consistency in professional learning, professional growth and practice. Training still needs to be implemented on data literacy, along with continued Social Emotional Learning (SEL) training for all staff. The calendar should include, but not be limited to, mentoring, coaching and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning; the use and interpretation of data to support student achievement; and integration of culturally responsive pedagogy through high-yield instructional strategies and evidence-based assessment practices. There was little to no evidence of consistency in walkthroughs at the school. Therefore, leadership should develop and engage in a walkthrough process that will reveal trends in both instructional and behavioral practices and systems.

In addition to the three improvement priorities, the school has spent some time training teachers on the newly adopted district curricula for literacy and math. However, evidence showed limited understanding and implementation of these curricula. Interviews revealed teachers received training on the curriculum during Accelerated Improvement Schools (AIS) week as well as during the PLCs when coaches are available to provide training.

The school has received a total of $533,170 in school improvement funds (SIF) over the past four years. The funds have primarily been spent on salaries for staff stipends, consultants for professional development (e.g., Solution Tree, KAGAN), EL Education and Illustrative Math curriculum materials, IXL Licenses, professional books to support initiatives and an Amplify Science Workshop. During the 2023-2024 school year, the district inadvertently gave approximately $72,000 of SIF money to another CSI school in the district. The error was found during the summer of 2024; however, the school's leadership only had until August of this year to spend the remaining funds on supplemental math materials. Leadership has ensured all available funds have been utilized. Leadership has ensured funding and allocations have been spent appropriately and according to SIF guidelines.

There is evidence of some stakeholder involvement in the continuous improvement process. School leadership has embedded several communication methods to inform stakeholders through various surveys and correspondences (e.g., Monarch Messenger). The school has been making efforts to get more input on the continuous improvement process from families. Yet, the principal admits that this is a growth area based on various challenges and demographics.

Leadership has received regular support from the AIS department and Educational Recovery staff from the Kentucky Department of Education. These representatives are assigned to the school to support ongoing continuous improvement efforts. Moving forward, it is imperative for school leadership to utilize both district and state support to foster intentional behavior and instructional improvements.

Leadership Capacity in Diagnostic Review

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

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

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

☐The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.

☐It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

☒It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.

☐It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal requires intensive support in order to successfully lead the turnaround of the CSI school.

The principal at Coleridge-Taylor Montessori Elementary has a deep awareness of the current state of student achievement and the challenges facing the school but has been unable to facilitate meaningful change in the school. This is her seventh year as principal of the building. Over the past three years, the school has remained consistently in the bottom 5% according to statewide assessment results, which designates them as an MRI school.

The team reviewed multiple pieces of evidence that showed attempts at promoting school improvement. The school's CSIP and turnaround plan are reviewed annually, and a turnaround team and advisory leadership team are in place to review and revise plans for compliance purposes. However, based on interviews, stakeholders have little to no part in that process. It is clear to the team that the principal has made a concerted effort to improve student outcomes through the goals of the improvement plan. Equally important, there is a need for support in selecting, implementing and monitoring the correct goals and activities of the CSIP.

For school success, the principal needs intensive support in being a reflective, supportive instructional leader who is visible in hallways and classrooms, actively monitoring behavior and instruction. To support the principal's growth as an instructional leader, the district should consider providing mentorship or coaching that focuses on improving reflective practices, helping her consistently evaluate the effectiveness of initiatives and adjust accordingly. While there are some systems in place, evidence revealed the lack of a progress monitoring process. The principal has made efforts to collect limited data to target specific reading gaps. This has allowed for some informed decisions around reading interventions. However, classroom observations and stakeholder interviews

indicate efforts have focused on a targeted population of students rather than the growth of all students. For example, the school lacks a fully implemented balanced assessment system to adequately monitor student progress and growth via summative and formative assessments or to inform the development of targeted interventions for all students.

Additionally, while the principal has led multi-tiered systems of support (MTSS) behavior planning meetings for PBIS and has included multiple stakeholders, the goals in the plan are not being implemented or monitored school-wide with fidelity. Moreover, team members observed a lack of embedded behavior plan practices and strategies in multiple classroom visits. To prepare the school for improvement, a modified behavior plan must be implemented, monitored school-wide and understood by all stakeholders. To improve student achievement, the principal should receive intensive support and guidance on implementing and consistently monitoring the school-wide behavior plan.

Finally, the team feels that the principal is not effectively using distributive leadership. Through stakeholder interviews, it was made evident the principal seeks input for compliance rather than authentic, intentional change. In addition, the district should provide ongoing coaching for the principal in building positive relationships and collective efficacy, leading with a collaborative mindset and empowering staff to take ownership of school improvement efforts. The district should take steps to ensure stakeholder meeting documentation is utilized to drive data decision making and to create actionable steps for the school. The district should ensure the principal fosters a culture of shared leadership where teachers and staff are not just consulted for compliance purposes but actively engaged in decision-making processes. Supporting the principal in these areas will be critical for achieving long-term school improvement and addressing the systemic challenges at Coleridge-Taylor Montessori Elementary School.

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 eleot 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
Wendy Oliver	Wendy Oliver has 21 years of experience in education. Currently, she serves as a Chief Education Officer. In addition to serving on the leadership committee for National Standards for Quality (NSQ), she is the co-lead for the revision of the National Standards for Online Teaching. Her past experiences include being a teacher, coach, administrator, chief learning architect and leading initiatives in online learning for districts, charters and the Tennessee Department of Education.
Felicia Bond	Felicia Bond has served in the education profession for over 30 years. She taught mathematics and was a curriculum specialist and building assessment coordinator in Kentucky (KY). Felicia has been an Educational Recovery (ER) Specialist/Leader for the past 12 years and is currently working with targeted support and improvement (TSI) schools across KY.
Ashley Burd	Ashley Burd currently serves as an Education Recovery Leader (ERL) for the Kentucky Department of Education (KDE). Ashley has 25 years of experience in education. Ashely served as a teacher for 11 years and 13 years as a principal. Currently, she is in her second year as an ERL with KDE. Ashley has experience working in elementary and high schools. She completed the National Institute for School Leadership (NISL) training.
Jackie Thompson	Jackie Thompson has over 25 years of experience in education as a teacher, department lead, program review coordinator and instructional supervisor. Jackie has been a Continuous Improvement Coach for the Kentucky Department of Education (KDE) for over five years.
Veda Stewart	Veda Stewart has 25 years of experience in education. Currently, she serves as Division Director for Educator Development at the Kentucky Department of Education. Her past experiences include being a teacher, principal and district family engagement specialist. Veda also worked as an educational leadership and professional development consultant.

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.	1
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	3
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	2

Key Characteristic 2: Leadership for Learning

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

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

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

Key Characteristic 3: Engagement of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	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.	2

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

Student Performance Data

School Name: Coleridge-Taylor Montessori Elementary

Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	3	19	46	*	47
	4	16	48	28	50
	5	15	48	18	46
Math	3	15	43	*	43
	4	*	42	22	43
	5	13	41	*	41
Science	4	*	35	17	34
Social Studies	5	13	42	7	39
Editing and Mechanics	5	15	47	11	47
On Demand Writing	5	18	39	7	39

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of students scoring Proficient/Distinguished in 2022-2023 and 2023-2024 were below the state averages in all grades and content areas.

Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	*	26	*	29
Percent Score of 60-80	*	35	*	35
Percent Score of 100	*	24	*	23
Percent Score of 140	*	14	*	13

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 3rd Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	19	*	15	*
Female	21	*	21	*
Male	17	*	9	*
African American	*	*	*	*
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	*	*	*	*
White (non-Hispanic)	75	*	67	*
Economically Disadvantaged	5	*	*	*
Non-Economically Disadvantaged	*	*	69	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	*	*	*
Students Without IEP	22	*	17	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	20	*	16	*
Non-English Learner or Monitored	20	*	16	*
Foster Care	*	n/a	*	n/a
Gifted and Talented	n/a	n/a	n/a	n/a
Non-Gifted and Talented	19	*	15	*
Homeless	*	*	*	*
Migrant	*	n/a	*	n/a
Military Dependent	*	n/a	*	n/a

*Student performance level data were suppressed for public reporting.

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 4th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	16	28	*	22	*	17
Female	22	32	*	21	*	25
Male	10	*	*	23	*	*
African American	15	*	*	*	*	*
American Indian or Alaska Native	*	n/a	*	n/a	*	n/a
Asian	*	n/a	*	n/a	*	n/a
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	n/a	*	n/a	*	n/a
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	75	*	58	*	58
Economically Disadvantaged	12	*	*	*	*	*
Non-Economically Disadvantaged	40	75	*	75	*	*
Students with Disabilities (IEP)	13	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	n/a	*	n/a	*	n/a
Students Without IEP	18	31	*	25	*	19
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	17	28	*	23	*	17
Non-English Learner or Monitored	17	28	*	23	*	17
Foster Care	*	n/a	*	n/a	*	n/a
Gifted and Talented	*	*	*	n/a	*	n/a
Non-Gifted and Talented	8	22	*	22	*	17
Homeless	*	*	*	*	*	*
Migrant	*	n/a	*	n/a	*	n/a
Military Dependent	*	n/a	*	n/a	*	n/a

*Student performance level data were suppressed for public reporting.

Plus

- The percentage of all 4th-grade female students, non-economically disadvantaged students, students without IEP, non-ELs, non-ELs or monitored and non-gifted and talented scoring Proficient/Distinguished in reading increased from 2022-2023 to 2023-2024.

Delta

- For groups where data were available, percentages were not low enough to qualify for a delta.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 5th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing (2022-2023)	On-Demand Writing (2023-2024)
All Students	15	18	13	*	13	7	15	11	18	7
Female	17	26	*	*	*	10	*	13	*	*
Male	14	*	14	*	14	*	14	8	14	*
African American	*	*	*	*	*	*	*	*	*	7
American Indian or Alaska Native	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Asian	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	11	*	8	*	*	*	11	10	*	6
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	14
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*	*	*	*	*
Students Without IEP	19	*	16	*	16	*	19	12	22	5
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	16	19	14	*	14	7	16	11	19	7
Non-English Learner or Monitored	16	19	14	*	14	7	16	11	19	7
Foster Care	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Gifted and Talented	*	*	*	n/a	*	n/a	*	*	*	*
Non-Gifted and Talented	11	*	13	*	13	7	11	*	*	*
Homeless	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Migrant	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Military Dependent	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a

*Student performance level data were suppressed for public reporting.

Plus

- The percentage of 5th-grade students scoring Proficient/Distinguished in reading for all students, female, non-ELs and non-ELs or monitored student groups increased from 2022-2023 to 2023-2024.

Delta

- For groups where data were available, the percentage of 5th-grade students scoring Proficient/Distinguished in social studies, editing and mechanics and on-demand writing decreased from 2022-2023 to 2023-2024.

Schedule

Monday, December 2, 2024

Time	Event	Where	Who
4:30 p.m. – 5:30 p.m.	Principal Presentation	School	Diagnostic Review Team Members
6:00-8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 3, 2024

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

Wednesday, December 4, 2024

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

Thursday, December 5, 2024

Time	Event	Where	Who
8:30 a.m. – 2:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members